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ABSTRACT

Instructional materials designed for the content-based English as a Second Language program at Canada College's English Institute (EI) are presented in this manual. First, an introduction provides background information on the college, its student body, and the program. Drawing on relevant second language theory, this section offers a definition of content-based instruction, describing the technique's three prototypes (i.e., theme-based, sheltered, and adjunct). This section also indicates that EI's program, which combines elements of the sheltered and adjunct prototypes, requires that students enroll concurrently in two linked classes, a language course and a content course simplified for ESL student comprehension. In section II, the preparation stage for the program is described, focusing on scheduling and facilities, student recruitment, and teacher training. Section III deals with implementation concerns, including the coordination of ESL and content instructor teams, and the day-to-day scheduling of ESL and content instruction. Next, section IV discusses evaluation, covering class and standardized testing. Extensive appendixes, which comprise the bulk of the manual, provide program materials, including class schedules for fall 1990 and spring 1991; a workshop schedule; pretests and course syllabi for social science, biology, English, math, and history; ESL adjunct lessons in social science, biology, math, and Western Civilization; three weekly information sheets; and a student information questionnaire. (JMC)

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Cañada College

ENGLISH INSTITUTE

CONTENT-BASED PROGRAM

MANUAL

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ACADEMIC YEAR 1990-91

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VI. BIBLIOGRAPHY

I. INTRODUCTION

A. Background

In 1973 Cañada College, a small northern California communnity college, launched an ESL program entitled English Institute (E.I.). This program was direly needed to serve the large Limited English Proficiency (LEP) community, particularly in Redwood City. Since its inception, the E.I. has been rapidly growing. During the academic year 1977/88 there were 771 students, versus 1989/90 with 2300 students. Over 71% of the students are Latinos, primarily Mexican and Central Americans. Following the traditional approach of emphasizing language skills, the E.I. offers courses in speaking/listening, grammar/vocabulary, writing, and reading. Each skill course progresses from level 1 to level 4. Prior to enrolling in these courses, students take the English Institute Proficiency Test (EIPT) in order to be properly placed in the program. Although level 1 is considered 'beginning', it actually represents either about a year of English language study or its equivalent.

Ideally, upon completion of level 4 in the various skills, the student "mainstreams" (transitions) into the English-only academic studies. However, the reality is that E.I. students are not successfully mainstreaming. The English Institute offers an examination, the Michigan Test of English Language Proficiency (MTELP), to recommend placement in future courses, and in May 1990 almost half (49%) of the students were not prepared to take regular courses. Moreover, those students who scored well enough could only qualify to select lower level content courses (Aguirre, A., Hemkes, E., & Mendoza, S., 1990). These lower level courses are considered remedial and are not credited for academic programs. In reference to Latinos, 97% were not ready to mainstream. This experience is not isolated; the traditional approach has been unsuccessful in the larger arena of post -secondary education (Crandall, 1987; Brinton, et al. 1989). Actually, a significant number of LEP students have failed in their studies and have withdrawn from school (Hirsch, 1988).

The failure to mainstream E.I. students has moved Cañada to experiment with the content based approach to ESL instruction. Due to the community college setting and the college's structure, a combination sheltered/adjunct program was selected. The enrolled students would attend a content course and, subsequently, attend a language component, except for the study skills class. The courses offered (see schedule in Appendix A) included social science, mathematics, history, science, and study skills. The students were required to enroll in all the classes. The content courses met three times a week, whereas the language component met once a week.

B. Definition of Content-Based Instruction

Language acquisition theory, especially second language theory, has offered some insight as to the lack of success in mainstreaming LEP students. One important theory has identified the need to develop cognitive and academic skills. Cummins (1979, 1981) hypothesized two different kinds of language skills: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). BICS are used in interpersonal relations or in informal situations, and the context provides easy access to meaning. In contrast, CALP is required to make sense of and use academic language in less contextually rich situations. CALP is more difficult to learn and necessitates direct teaching of language in academic context. Accordingly, the premise is that LEP students are failing to mainstream because of not having CALP. Cummins has since found support to teach language minorities cognitive academic language skills (Chamot, 1985; Northcutt & Watson, 1986).

Another second language learning theory points to the role that meaningful, understandable input has in learning another language. Krashen (1980, 1981, 1982) has drawn parallels between first and second language acquisition. Primarily, he proposes that the kind of input children receive from caretakers should serve as a model for teachers in the input they provide second language learners. Hence, input must be comprehensible to the learner and offered in such a way as to allow several opportunities to understand and use the language. Krashen's also prescribes second language input be done in relevent contexts, with learners' attention on meaning versus language, on message not form.

Both theories have aided the introduction of new instructional approaches; among these is content based instruction. Content based instruction is unique in that its aim is to eliminate the artificial separation between language instruction and content (Brinton, et al., 1989, Guyer and Peterson, 1988). In order to counter this separation, content-based instruction requires the integration of language and content learning, with content determining the sequence of instruction. Note, this integration is considered an important issue in the field of language research (Mohan, 1986). In reference to the teachers, the content teacher knows the important concepts and literature of his/her dicipline, while the language teacher knows how to use the language skills to facilitate the learning of unfamilar material. Moreover, reflecting the influence of second language theory, content-based instruction strives to include the interests and needs of the learner, as well as the eventual uses learners will make of English.

Three prototypes of content-based instruction have been developed: theme-based, sheltered, and adjunct. Theme-based instruction can be thought of as topic based. Specifically, the language class is organized around the content, and the language teacher functions as the content teacher. This prototype fits settings where no content courses are offered. The other two prototypes, sheltered and adjunct, are restricted to settings in which content courses are offered. These two prototypes are inappropriate for lower levels of English proficiency due to the inherent linguistic and conceptual complexity of academic content. The sheltered model is similar to theme-based in that students are separated from the general population.

Furthermore, in the sheltered prototype the content material is somewhat simplified for ESL comprehension, but taught by the content instructor. Sometimes there is a supplementary language module to assist students with second language problems. The third prototype, the adjunct model, requires that students be enrolled concurrently in two linked courses: a language course and a content course. This prototype is appropriate for adults with academic goals. The prototypes are not exclusive; some situations may require combinations of these prototypes. For our purposes a combination of sheltered/adjunct prototypes was selected (see Teacher Training Section for further details.).

II. PREPARATION

A. Scheduling and Facilities

The second major division of this manual is preparation. The thoughtful and thorough preparation of all aspects of the program is one of the key factors in the success of this project. The preparations began in July 1990 when the grant was received and involved three major areas: coordinating the logistics of the schedules and facilities, recruiting students, and training the members of the staff.

In order to set up the schedule of classes in the English Institute's Content-Based Program it was necessary to coordinate the available hours of the content teachers with the ESL teachers and find classrooms. The content teachers had shown their interest in the program by responding to a questionnaire. All of the content teachers were full time instructors and taught these content-based classes on overload. Of the four ESL instructors three were part-time instructors and were limited to a maximum of nine teaching hours a week. Their eight-hour teaching load in the intensive ESL program at the college left one hour available for the ESL adjunct class in the content-based program. Coordinating the teaching hours of teachers proved to be a rather difficult task and involved moving part-time instructors to different classes in the intensive ESL program and changing the schedule several times. The lack of available classrooms necessitated the use of chemistry labs for two of the ESL adjunct classes and for the Study Skills class. This process of producing a final schedule of classes staffed with content teachers and ESL adjunct teachers in classrooms took two months.

Scheduling the content-based classes the second semester offered a few new challenges. Because of the decision to offer this as a nine-unit program which would include both a social science class and an applied science, it was necessary to change the order of classes which in turn affected the teachers involved. The ESL instructors had to change content areas in order to complete the schedule. There were also classroom changes to provide better learning environments. These changes involved several weeks of work.

Clearly, in setting up a sheltered/adjunct content-based program it is necessary to plan carefully and thoughtfully. Adequate time must be allowed for the actual scheduling and staffing of classes. How the use of full-time instructors will affect each department's schedule of classes must be carefully considered. The use of part-time instructors requires careful consideration of the number of hours allowed part-time instructors within the district. Moreover, the needs of the students must be considered in deciding on the hours of the classes and the number of required units in the program. Finally, depending on the availability of classroom space, locating the classes on campus can be a time consuming part of setting up this kind of program. Adequate time for all these preparations is essential to success.

B. Student Recruitment

The second major area of preparation was Student Recruitment. A counseling component was included to recruit as well as to provide support services. Because the program was funded in July, there was no recruitment done at the end of the Spring 1990 semester. In addition, summer classes had already closed by the time recruitment started. Nonetheless, recruitment entailed identifying potential participants. Identification considered such factors as teacher recommendation, completion of advanced ESL courses, failure in remedial courses, and placement test results. ESL teachers from the advanced levels, along with instructors teaching remedial English courses, were asked for referrals. Furthermore, drawn from the existing placement examination, a list of potential students was developed. After the students were identified, they were contacted either by telephone or in person. During either contact the students were generally informed about the program as well as asked if they were interested in participating. If the response was affirmative, then each student was given an appointment with the program's counselor. Those students who were not previously identified were recruited within the actual registration period.

For the Spring '91 semester students were recruited from the intensive English program at the college, the English Institute, and from placement testing of new students. Flyers were posted around the campus, and the Coordinator and Division Dean went to the English Institute Level 4 (advanced level) classes to tell the students about the Content-Based Program. In addition, teachers and counselors were informed of the program and encouraged to recommend students.

Clearly, for a program to be considered successful, it has to have a reasonable number of student participants; therefore, early and informative recruitment of students for this type is essential. Because this type of program is new, it is imperative that information be disseminated not only to student candidates but also to all teachers and counselors on campus. Informational presentations during classes featuring staff members and students in the Content-Based Program have been the most valuable way of spreading interest and understanding about the Content-Based Program at Cañada College. Early involvement of counselors who are likely to see possible student candidates is also highly recommended. Finally, all members of the Content-Based Program staff must take the responsibility of actively promoting the program and recruiting students.

C. Teacher Training

The final area of preparation involved the staff: the adminstrator, teachers, and counselors. A large part of the success of this project is due to the excellent preparation of all the staff. Ms. Donna Brinton and Mr. Peter Masters, the consultants, led a two-day workshop before the program started and returned for evaluation and review during the first semester and at the end of the first semester. The workshop was invaluable in clarifying expectations of the program, in choosing texts and instruments for pre and post testing, and in promoting a very supportive and productive rapport among the members of the group (see Appendix B).

The first part of the two-day workshop involved understanding the content-based instruction by reviewing the research in this area and examining the various models in use at different schools. The prototype designed for Cañada College was a combination of the sheltered and adjunct models. Because the sheltered model requires all of the students in the content classes be non-native speakers of English, the content teachers were instructed in ways to simplify their language and to choose appropriate texts in terms of language skills. The Cañada College prototype was also an adjunct model in that the students would receive separate language instruction from an ESL specialist once a week. The language instruction would be based entirely on the language used in the content-based classes. In addition, the roles of the various staff members were discussed in small groups and then further explored in a valuable role-playing exercise.

Each of the content instructors was asked to choose a text, to devise a course syllabus, and to prepare an instrument to pretest students on the content area. This proved to be a difficult task because no one knew exactly what kind of students would be enrolled, what their background in the various content areas would be, or how much material could be covered in one semester in this new setting. Another major problem was the acquisition of materials because few materials exist (Crandell, 1987). Content instructors were advised by the consultants to make the content more accessible but not "to water it down." Suggestions for making the content more accessible to students included more visuals, more "hands-on" experiences, more group work, and more attention to give definitions clearly and completely in class and to relate the content material to the culture and life experience of the students. These suggestions are well documented in the literature (Schifini, 1988; Crandall, 1987; Northcutt, and Watson, 1986). With these suggestions in mind the content instructors chose their texts, produced their course syllabi and prepared their pretests (see Appendix C & D).

The ESL instructors were also asked to choose an instrument to measure the students' English language abilities. The discussion of which instrument to choose raised the concerns that possibly no standardized English language test would be sensitive enough to measure the students' language gains because the gains might be limited by the short length of time (one semester) and by the infrequency of language classes (once a week). In light of these concerns it was agreed that three instruments would be used: the Michigan Test of English Language Proficiency (MTELP), the Secondary Level English Proficiency (SLEP), and an essay. (See Evaluation Section for further discussion.)

While the preparation of the staff was very valuable in many ways, the most important result of the preparation was the supportive and productive rapport that developed among all the staff members. The workshop and meetings before the program began offered everyone the opportunity to get to know each other and to begin to work together before classes started and the actual team teaching began. Because of this rapport it was possible the members to express their concerns about working in this new program. For some of the content teachers the concerns involved their unfamiliarity with teaching an entire group of non-native speaking students and their uncertainty about the kind and amount of material that could be taught in this new program. For the ESL teachers the concerns involved their ability to create new lessons on the spot every week based on the language in the content classes and their awareness of the amount of time would be involved in examining the language of the content texts and lectures for lessons. The openness with which these concerns were articulated and discussed contributed to the supportive atmosphere of the group. This rapport grew and strenghtened as teachers, with the support of the administrator and counselor, began team teaching, and all were able to learn from each other; furthermore, it proved invaluable in facing the challenge of adapting the program to better suit the needs of the students.

Clearly, for this kind of sheltered/adjunt content-based program to be successful, it is necessary that all members of the staff be adequately prepared. The use of experienced consultants and a workshop format prior to the start of the program, as was done at Cañada College, is highly recommended.

III. IMPLEMENTATION

A. Team Members Coordination

The rapport that had developed as a result of the preparatory meetings and workshop proved very useful in this phase of the project as the team teaching pairs began to work together. Each team devised its own pattern of sharing lessons and communicating about student and classroom concerns. Some of the ESL instructors attended all or most of the content teachers' classes. Using their lecture notes and textbook notes, they then developed ESL lessons based on the language in class and in the textbook. Attending all or most of the content classes required a commitment of time that some of the ESL teachers were unable to make. These instructors relied on tapes of the lectures in addition to the textbook and hand-out materials in order to create their ESL lessons. The content instructors also tried to attend their ESL partners' classes. This was not always possible due to teaching schedule conflicts, but each content and ESL team had its own exchange of materials. Each teaching team made its own arrangements to meet together as necessary, but the program included regulary scheduled monthly meetings to facilitate communication.

The monthly meetings during the semester gave each team the opportunity to meet together, with the other teams, and with the counselor and administrator. This regular contact was very important in several ways. It gave everyone the opportunity to discuss and further clarify the goals of content-based instruction. For example, the math teacher had questions about the use of computer-aided-instruction in his math course. While this method of instruction was useful for teaching basic mathematics, it did not offer the students the typical classroom experience of a higher level math course. This concern was discussed at a monthly meeting and changes were proposed for not only the Content-Based Program but also the English Institute Program for the future. The monthly meetings also gave everyone the opportunity to consider changes in the sheltered/adjunct model that had been devised. One of the first and perhaps most important changes involved the number of units that students were required to take in the Content-Based Program. In the first semester students were required to take all five classes for a total of 15 units. Because of the burden this requirement placed on the students, who were all working in addition to attending school, the requirement was changed to a minimum of 9 units for the second semester. Finally, the monthly meetings offered everyone the opportunity to discuss the needs of the students in a way that is rarely or never available in most teaching situations. The study skills, language, understanding of content information, and life problems of each individual student received attention from all members of the group. This kind of attention to students' needs contributed greatly to the students' success in this program, and all of the members of the teaching, counseling, and administrative staff felt that it was one of the strong points of the Content-Based Program.

B. Instruction

The next part of this Implementation Section involves how the Content-Based Program worked on a day-to-day basis. For the first semester the students attended content classes three days a week and the ESL class one day a week. Classes were held four days a week to make up for the late start that the Content-Based Program had in the first semester. The second semester classes began on time, so the classes met three times a week with two days for content and one day for ESL. During the first semester the content classes met on Mondays, Wednesdays, and Fridays, and the ESL day was Tuesdays for all the content classes. During the second semester most of the content classes were Mondays and Wednesdays with Fridays as the ESL day, but due to conflicts in teaching schedules, not all the courses followed this pattern. From the students' and teachers' point of view there did not seem to be a problem with the mixed pattern, but from an administrative point of view it might have been easier to have the ESL teachers meet with the students on the same day.

Each of the content teachers had devised a course syllabus (see Appendix D) which was used for both semesters with only minor changes. The Social Science class involved coordinating five different instructors for the various areas of social science that were presented: History and Politics, Geography, Sociology, Psychology, and Economics. The ESL instructor for this section attended all the lectures and devised ESL lessons from the lectures, hand-outs, and the two texts. For the Biology class there was no text; all the course material was from lectures. The lectures were taped so that the ESL instructor could develop lessons. In the Math and Western Civilization classes a combination of attending and taping the content classes was used. The ESL instructors used their notes, tapes, and the textbooks to develop lessons. Examples of the kinds of ESL lessons developed for each of the content areas are included (see Appendix E).

While the content instructors had course syllabi to follow, the ESL instructors had to go over the content material daily and develop lessons at the last minute based on what content information had been presented over the previous days. In order to keep all four ESL instructors informed of language exercises being developed and used, a weekly ESL class information sheet was prepared and circulated by one of the instructors. In this way the other ESL instructors knew not only the language forms and functions being presented in the other ESL sections but also the kinds of language activities being used to teach and practice the language. The weekly information sheet was also used to communicate concerns and questions about student attendance, participation, and performance on assignments and tests. Finally, the weekly information sheet proved useful in informing all the ESL instructors of what material was being covered in all the content areas, especially study skills and various schedule changes due to testing (see Appendix F).

IV. EVALUATION

A. Class Testing

How can such a program be evaluated? Brinton and her colleagues (1989) suggest that program evaluation be outlined by a formative and summative evaluation. The particular components include evaluating the following: student language and content learning, student attitudes toward the program and toward subsequent related study, student language use, quality of curriculumn and materials, organization, coordination and other logistics, roles of administrators, instructional staff and other participants. Our effort has tried to address each of these components within the First Year Report (1991). However, our first intent was to provide an evaluation through an experimental design. Such an experiment would require two groups be essentially the same other than the experimental treatment. In other words, there should be a group of similar students which are randomly divided into the control group and the experimental group- with the later given content-based instruction (treatment). Prior to the treatment, both groups would be tested in each content area, as well as in general language ability. Subsequently, at the termination of the program the same tests would be given again. The pre/post results would be compared for any significant difference in learning. At this point there could be statistical tests of significance and correlation. Unfortunately, our program did not involve enough students to conduct an experiment. An experimental study would be inappropriate in this situation. For example, one student increased her mathematical learning by 300%, and this one increase would skew the results for a small group. It was decided, by the administrator and instructional staff, that the students would still receive a battery of pre/post tests. The results of these tests would serve as a pilot study for future evaluations. Most of the tests would evaluate individual class learning. Hence, each student would get pre/post test scores for each class. The English course was an exception in that besides a test of study skills, there was a questionnaire as to changes in academic survival skills such as studying time, note taking, and class participation (see Appendix G).

B. Standard Testing

In addition to class examinations, there were two standardized tests included in the battery: the Michigan Test of English Language Proficiency (1977), and the Secondary Level English Proficiency (1980). The Michigan Test was designed for measuring ESL students' language ability to undertake college or university study. More specifically, this test is used for recommending student placement into academic studies outside the English Institute Program. This test is particularly sensitive to students whose first language is other than English. This test contains 100 items in the areas of grammatical usage, vocabulary, and reading comprehension. The second standardized test, SLEP, was added because of concern that the Michigan would not indicate change, if any, after a semester of participation in the content-based program. The particular segment of the SLEP used is a test of 75 items that measures reading comprehension.

Although we could not conduct a strict experimental design, pre/post testing could provide data in reference to student language and content learning. The resulting data would identify a percentage of individual as well as average rate of improvement, if any. Moreover, grades and courses of former students would be helpful in indicating long term program affect. In addition, there would be a discussion of student performance as viewed by the program's instructors. The later became an important addition because the instructors felt that soley providing numerical measures could not capture the essence of the program and its affect. Moreover, there are circumstances that affect student performance that are not factored into a statistical manipulation. Our experience has surfaced a recognition that both economical and social influences affect student academic performance. Often, our students, because of their immigrant status, must simultaneously acquire a language, integrate into a new society, work many hours to support themselves, and cope with limited resources. Finally, there are other creative ways to evaluate this program. One example would be to have former ESL students attend individual content-based courses and, subsequently, describe differences in instruction. How are these courses different from their current courses? Another evaluation could include observations. An abservation sheet could be developed around the expected instructor's and/or students' behaviors. For example, small group interaction is one of the integral aspects of content-based teaching. Are students working in small groups? How often are they allowed to work in small groups? Whatever evaluation is selected, it is important to include some discussion of both teacher and student experience.

V. APPENDICES

A. Content-Based Program Class Schedules
   1. Fall 1990 Class Schedule
   2. Spring 1991 Class Schedule

B. Content-Based Program Workshop Schedule

C. Content-Based Program Pretests
   1. SOSC 880 AA Social Science Pretest
   2. BIOL 880 AA Biology Pretest
   3. ENGL 880 AA Study Skills Pretest
   4. MATH 880 AA Basic Math Pretest
   5. HIST 880 AA Western Civilization Pretest

D. Content-Based Program Course Syllabi
   1. SOSC 880 AA Social Science
   2. BIOL 880 AA Biology
   3. ENGL 880 AA Study Skills
   4. MATH 880 AA Basic Mathematics
   5. HIST 880 AA Western Civilzation

E. Content-Based Program ESL Lessons
   1. Social Science ESL Adjunct
   2. Biology ESL Adjunct
   3. Math ESL Adjunct
   4. Western Civilization ESL Adjunct

F. Content-Based Program Information Sheet
   1. Week of Oct. 8 -to- Oct. 12
   2. Week of Nov. 5 -to- Nov. 9
   3. Week of Nov. 13 -to- Nov. 16

G. Content-Based Program Questionnaire

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Appendix A.1.

(REVISED)
CAÑADA COLLEGE
ENGLISH INSTITUTE
BUSINESS/SOCIAL SCIENCES, AND BASIC & APPLIED SCIENCES
ANNOUNCE
THE CONTENT-BASED PROGRAM

Five new courses designed for community college advanced ESL students. This program will offer students, who have completed the English Institute, the opportunity to take introductory courses especially developed for non-native English speakers in four academic disciplines.

SOSC 880 AA **INTRODUCTION TO THE SOCIAL SCIENCES** **3.0 UNITS**
This course will survey basic concepts and vocabulary in sociology, psychology, human geography, political science, and economics. The focus will be on an overview of these fields with special attention to vocabulary development and to major issues.

MWF	8:10-9:00	13-216	WORKMAN, G.
.T	8:10-9:00	13-216	SUTHERLAND, K.

BIOL 880 AA **INTRODUCTION TO THE SCIENCES** **3.0 UNITS**
This course will survey the natural and physical sciences with special attention to major areas and associated vocabulary.

MWF	9:10-10:00	18-321	GUINTOLI, M.
.T	9:10-10:00	18-311	CASTELLO, J.

MATH 880 AA **BASIC MATHEMATICS AND MATH CONCEPTS** **3.0 UNITS**
This course will review basic math concepts and terminology. Practice in solving math problems, elementary graph work and basic statistical analysis will be included.

MW F	11:10-12:00	18-311	ANDERSON, R.
.T	10:10-11:00	18-311	REICHARD, C.

ENGL 880 AA **COLLEGE STUDY SKILLS** **3.0 UNITS**
This course's major objective will be to develop academic skills associated with mainstream content courses (i.e., note taking, summarizing and paraphrasing, map reading, chart and graph analysis, outlining, college level vocabulary, reading techniques, organization of lectures with associated lecture listening practice, test taking techniques, library search techniques, tutorial lab information and basic computer knowledge and function.

MTWF	11:10-12:00	18-311	CASTELLO, J.

HIST 880 AA **INTRODUCTION TO WESTERN CIVILIZATION** **3.0 UNITS**
This course will focus on major events in history, including the Americas and will stress associated vocabulary.

MWF	12:10-1:00	3-117	STEIDEL, J.
.T	12:10-1:00	3-117	PHILLIPS, J.

STUDENTS MUST ENROLL IN ALL FIVE COURSES

PREREQUISITE: Completion of E.I. Level IV courses or placement by exam. These courses will not satisfy requirements for a major.

This is a 12 week program. Classes will begin **October 8th, 1990**

REGISTER EARLY

THERE IS LIMITED SPACE FOR THIS PROGRAM. SEE YOUR COUNSELOR OR CALL:
THE ENGLISH INSTITUTE AT 306-3412/3413 FOR FURTHER INFORMATION

Appendix A.2.

SPRING 1991

CAÑADA COLLEGE
ENGLISH INSTITUTE,
BUSINESS/SOCIAL SCIENCES, AND BASIC & APPLIED SCIENCES
ANNOUNCE
A MODIFIED CONTENT-BASED PROGRAM

Five new courses designed for community college advanced ESL students. This program will offer students, who have completed the English Institute, the opportunity to take introductory courses especially developed for non-native English speakers in four academic disciplines. Each course will be taught by two professors, one from the particular discipline and one from the English Institute.

SOSC 880 AA **INTRODUCTION TO THE SOCIAL SCIENCES** **3.0 UNITS**

This course will survey basic concepts and vocabulary in sociology, psychology, human geography, political science, and economics. The focus will be on an overview of these fields with special attention to vocabulary development and to major issues.

MWF	8:10-9:00	13-116	WORKMAN, G. SUTHERLAND, K.

BIOL 880 AA **INTRODUCTION TO THE SCIENCES** **3.0 UNITS**

This course will survey the natural and physical sciences with special attention to major areas and associated vocabulary.

MWF	9:10-10:00	18-221	GUINTOLI, M. REICHARD, C.

ENGL 880 AA **COLLEGE STUDY SKILLS** **3.0 UNITS**

This course's major objective will be to develop academic skills associated with mainstream content courses (i.e., note taking, summarizing and paraphrasing, map reading, chart and graph analysis, outlining, college level vocabulary, reading techniques, organization of lectures with associated lecture listening practice, test taking techniques, library search techniques, tutorial lab information and basic computer knowledge and function.

MWF	10:10-11:00	13-211	CASTELLO, J.

MATH 880 AA **BASIC MATHEMATICS AND MATH CONCEPTS** **3.0 UNITS**

This course will review basic math concepts and terminology. Practice in solving math problems, elementary graph work and basic statistical analysis will be included.

MW F	11:10-12:00	16-212	ANDERSON, R. CASTELLO, J.

HIST 880 AA **INTRODUCTION TO WESTERN CIVILIZATION** **3.0 UNITS**

This course will focus on major events in history, including the Americas and will stress associated vocabulary.

MWF	12:10-1:00	3-218	STEIDEL, J. PHILLIPS, J.

*****STUDENTS MUST ENROLL IN A MINIMUM OF 9 UNITS AND MAY ENROLL IN UP TO THE FULL 15 UNITS MAXIMUM. THE MINIMUM 9 UNITS MUST INCLUDE: THE STUDY SKILLS CLASS, ONE SCIENCE CLASS (Math or Biology), AND A SOCIAL SCIENCE CLASS (Social Science or Western Civilization)*****

PREREQUISITE: Completion of E. I. Level IV courses or placement by exam. These courses will not satisfy requirements for a major.

REGISTER EARLY

THERE IS LIMITED SPACE FOR THIS PROGRAM. SEE YOUR COUNSELOR OR CALL:
THE ENGLISH INSTITUTE AT 306-3412/3413 FOR FURTHER INFORMATION

Appendix B

Brinton/Master ESP Adjunct Workshop

WORKSHOP on CONTENT-ESL ADJUNCT CLASSES

Donna Brinton (UCLA) and Peter Master (CSUF)

DAY 1 (Friday 1:00 - 4:00)

A. Introductory Material and Overview (1:00 - 2:00)

1. Donna and Peter discuss the nature of ESP, the problems it poses, and the solution that the adjunct model represents.

2. Experience with the Adjunct Model

1. Donna discusses UCLA FSP Adjunct Program

2. Peter discusses UNEX ESP Adjunct Class (Computers and ESL)

B. Analysis of Pre-Workshop Experience (2:00-2:45)

1. Content Instructors

a. What potential problems did you discover in your pre-workshop session?

b. Were you able to reach a concensus as to how these problems might be addressed?

2. ESL Instructors

a. What potential problems did you discover in your pre-workshop session?

b. Were you able to reach a concensus as to how these problems might be addressed?

BREAK (2:45-3:00)

C. Coordinating the Content-Based Curriculum (3:00-4:00)

1. Coordination Meeting Extented Roleplay

2. Follow-up and Discussion

DAY 2 (Saturday 9:00-4:00)

A. Model content lecture: science (9:00-10:45)

1. Content viewpoint

a. All instructors suggest means to make the lecture more accessible to LEP students, e.g.,

1) using the blackboard more frequently

2) using group work for appropriate content-based tasks

3) using more hands-on experiences and discussion

4) using more visuals

5) defining terms

6) relating material to the culture and experience of students

b. ESL instructors

1) ascertain whether it is necessary to read the textbook assignments for the class

2) determine the nature of the homework assignments

3) ask for clarification on certain aspects of content

2. ESL viewpoint

a. ESL instructors take notes of two types during lecture

1. dual vocabulary list

a) technical vocabulary

b) general vocabulary

2. principles discussed, with examples

b. content instructors make suggestions as to

1. the relative importance of vocabulary items on the list

2. the relative importance of the principles/examples noted

3. clarification of concepts discussed in lecture if necessary

BREAK (10:45-11:00)

B. Language Issues in an Adjunct Program (11:00-12:30)

1. Study Skills
2. Grammar
3. Reading and Writing
4. Listening and Speaking

LUNCH (12:30-1:30)

C. Focus on the Content Areas (1:30-3:00)

1. Social Sciences and Western Civilization (content instructors + ESL instructors)

a. general content class suggestions (in Crandall (ed.) 1987)

1) be language sensitive, incorporating both oral and written activities that enhance language development (p.91)

2) relate new material to personal lives of students (p.97)

3) adopt an approach that is comprehensive and cumulative rather than piecemeal or watered down (p.98)

4) classroom activities (p.102)

a) break down content information into manageable chunks

b) simplify language without becoming stilted

c) use a variety of visual aids, especially pictures, and media materials

d) encourage student involvement

e) make frequent checks for comprehension

f) use kinesthetic activities, e.g., hold tools, examine artifacts (p.106)

g) always activate schemata before assigning readings, e.g., by brainstorming what the reading will be about (p.109)

h) use semantic webbing to help students perceive relationships and integrate concepts (p.110)

i) give students opportunities to paraphase and summarize in class (p.112)

5) Analyze model lesson on p.116-118 from a content perspective and discuss its relevance to the lecture heard earlier if possible

b. general ESL class suggestions

1) class should be a place where students not only develop linguistic compentence but also learn how to manipulate, apply, and expand language in order to increase their knowledge of content matter (p.91)

2) students need social studies vocabulary (p.97)

3) use social science textbooks with a lower reading level (p.100)

4) classroom activities (p.113)

a. following directions

b. reading maps and charts

c. outlining

d. note taking

e. preparing oral and written reports

f. interpreting cartoons

g. using library references

5) Analyze model lesson on p.116-118 from a content perspective and discuss its relevance to the lecture heard earlier if possible

2. Mathematics (content instructors + ESL instructors)

a. general content class suggestions (in Crandall (ed.) 1987)

1) context provides language experiences (input) if comprehensible (p.29)

2) concepts need to be communicated, not just presented (p.29)

3) provide students with extensive and varied experiences in which to apply mathematical thinking techniques, esp. "hands-on" (p.30)

4) provide activities based on students' real-life experiences (p.30)

5) provide activities that allow all students (incl. non-LEP) to interact with each other and the teacher (p.30)

6) allow students to develop their own mathematical word problems (p.31)

7) the mathematics lesson should involve all four skills, not just the manipulation of numbers and symbols (p.37)

b. general ESL class suggestions

1) teach math vocabulary, e.g., column, rational, table, and equal have unique meanings in the mathematics register (pp.12-13)

2) teach syntax, esp. prepositions, comparisons, the passive voice, and logical connectors as they pertain to math (pp.14-18)

3) teach semantics, esp. the referents of variables (p.18-20)

4) teach discourse features of mathematics texts, e.g., (pp.21-22)

i. require up-and-down as well as left-to-right eye movements

ii. must be read more slowly and require multiple readings

iii. use numerous symbolic devices

iv. use technical terms with precise meanings

5) provide extensive practice emphasizing speed and accuracy in translating word problems into mathematical notation and have students create their own word problems (pp.27,31)

6) provide exercises using numbers in everyday contexts (p.45)

7) provide word problems in which there is too little, just enough, or too much information and ask students to solve them after adding or deleting information (pp.49-50)

8) have students write word problems from problem outlines (p.51)

9) have students write word problems from a number sentence (p.52)

3. Science (content instructors + ESL instructors)

a. General content class suggestions (in Crandall (ed.) 1987)

1) dependence on textbooks (in preference to hands-on investigation) seriously constrains language development (p.57)

2) new terminology requires presentation in science contexts, not in lists of isolated items (p.61)

3) students should be physically engaged in hands-on activities, talking about concepts as they do so (p.61)

4) science teachers must be aware that cultural differences may frame the view of the world differently for LEP students (p.63)

5) extensive use of graphics, definitions of new terms, simple syntactic structures, and explicit and easy-to understand instructions for carrying out investigations (pp.65-66)

6) give new vocabulary with a bold-faced definition or a visual (p.66)

7) negative experiences inhibit second language development (p.67)

8) correction should be focused on truth value in terms of accuracy, interpretation, analysis, creativity and evaluation, not on language accuracy (p.68)

9) teacher conferencing is best for correction of writing problems (p.68)

10) peer tutoring (LEP + non-LEP student) increases vocabulary (p.69)

a. general ESL class suggestions (in Crandall (ed.) 1987)

1) teach logical connectors (p.58)

2) knowledge of vocabulary is more important than morphology or syntax (p.59-60)

3) language development occurs without correcting language forms (pp.76-79)

4) teacher must be willing to handle basic science concepts and the basic processes of scientific inquiry (pp.85-86)

BREAK (3:00-3:15)

D. Conclusion (3:15-4:00)

1. Consolidation of Content Instructors

a. Content teachers as a group discuss the first class period in light of the preceding discussion and how they plan to carry it out

2. Consolidation of ESL Instructors

a. ESL teachers as a group discuss the first class period in light of the preceding discussion and how they plan to carry it out

3. Consolidation of the Content Area Adjunct Pairs

a. Social Science content and ESL instructors consult on the first-day lesson plan

b. Wester Civilization content and ESL instructors consult on the first-day lesson plan

c. Mathematics content and ESL instructors consult on the first-day lesson plan

d. Science content and ESL instructors consult on the first-day lesson plan

4. Discussion of "Cooperation between the Subject Specialist Faculties and the English Teaching Units" (Gunewardene and Knight 1984: 113-119) and "ESP and Content Courses: Easy Coordination Techniques" (Brennan 1984: 119-121 in ESP in Practice, P. W. Peterson, ed., USIA Publications)

THE U.S.A.—A QUICK QUIZ

1. What famous landmark symbolizes the U.S.A. as a country that welcomes foreigners? a) the Statue of Liberty b) the Golden Gate Bridge c) the Empire State Building d) the World Trade Center.
2. A famous figure that symbolizes the United States government is a) a cowboy b) a thin, bearded man called Uncle Sam c) George Washington d) a fat, bearded man called Santa Claus.
3. The United States government spends about _____ a year. a) $35,000,000 (35 million) b) $5,000,000,000 (five billion) c) $400,000,000,000 (400 billion) d) $1,000,000,000,000 (one trillion).
4. If an American woman tells you that it is her birthday, the polite response is a) Merry birthday! b) How nice! How old are you? c) My condolences. d) Happy birthday!
5. The animal that symbolizes the U.S.A. is the a) bear b) donkey c) elephant d) eagle.
6. The national motto, which has been printed on all U.S. currency since 1955, is a) "In God We Trust" b) "America, the Beautiful" c) "Stars and Stripes Forever" d) "With Liberty and Justice for All."
7. The U.S.A., the oldest democracy in the world, came into existence in the year a) 1492 b) 1685 c) 1776 d) 1812.
8. The American flag has a) 50 stars and 13 stripes b) 13 stars and 13 stripes c) blue stars and red and white stripes d) white stars and red and blue stripes.
9. In terms of the amount of land it possesses, the U.S.A. is the _____ largest nation in the world. a) second b) third c) fourth d) eighth.
10. The largest state in population is a) California b) New York c) Illinois d) Texas.
11. The President of the United States lives in Washington, D.C. in a building called the a) Capitol b) Sears Tower c) White House d) National Mansion.

12. The tallest building in the world is 1,454 feet high. It is the a) Empire State Building in New York City b) Sears Tower in Chicago c) World Trade Center in New York City d) Capitol Building in Washington, D.C.
13. What percent of those Americans eligible to vote actually voted in the 1988 presidential election? a) 90% b) 75% c) 60% d) 50%.
14. Americans are considered adults when they reach the age of 18. Then they can legally do all of the following actions, except for one. Generally, Americans must be age 21 to a) vote b) buy alcoholic beverages c) get married d) enlist in the military service.
15. The average American woman gets married at about age a) 18 b) 20 c) 23 d) 26.
16. About what percent of married American women work? a) 15% b) 30% c) 55% d) 75%.
17. What is the average family income in the U.S.A.? a) $15,000 b) $30,000 c) $45,000 d) $60,000.
18. What percent of today's American adults are college graduates? a) 10% b) 20% c) 30% d) 40%.
19. A baby born in the U.S.A. today can expect to live to about age a) 55 b) 65 c) 75 d) 85.
20. The number of people employed by the Executive Branch of the federal government is about a) 35,000 b) 100,000 c) 500,000 d) 3,000,000.
21. American children believe that on Christmas Eve a) a witch rides through the sky on a broomstick b) Santa Claus rides through the sky in a sled c) Pilgrims ride through the sky on turkeys d) people should play jokes on one another.
22. What percent of American households have at least one TV set? a) 66% b) 82% c) 91% d) 98%.
23. The three American cities with the largest populations are a) New York, Los Angeles, and Chicago b) New York, Boston, and San Francisco c) Los Angeles, New York, and Philadelphia d) Los Angeles, Detroit, and Chicago.
24. About how many words are there in the English language? a) 200,000 b) 400,000 c) 1,000,000 d) 2,000,000.
25. What sport is known as the national pastime? a) baseball b) football c) hockey d) basketball.

Appendix C.1. (continued)

WHO's WHO IN AMERICAN HISTORY?

Match the name of the person in column 1 with the description in column 2 which identifies the person.

1. Thomas Jefferson	a. President 1830's; champion of the "common man" and democracy
2. James Monroe	b. Black leader in 19th century for ending of slavery in America
3. Franklin D. Roosevelt	c. Author of the Declaration of Independence
4.Abraham Lincoln	d. President who issued doctrine of U.S. right to intervene in affairs of Latin America
5. Dwight Eisenhower	e. The "New Deal" program during the 1930's Depression; beginning of idea of the "welfare state"
6. Andrew Jackson	f. President of U.S. during the years of the Civil War (1861-1865)
7. Henry Ford	g. Labor leader for California Farm Workers Union
8. George Washington	h. WW II General and President who warned about "military-industrial complex."
9. Frederick Douglass	i. Inventor and industrialist know for the manufacturing method of the "assembly line"
10. Caesar Chavez	j. First President of the United States

Appendix C.1. (continued)

WHO'S WHO IN WORLD HISTORY?

Match the name of the person in column 1 with the term or description in column 2 that tells what the person is noted for.

1. Adam Smith	a, Theory of evolution, or "survival of the fittest"
2. Sigmund Freud	b. French emperor, conqueror of much of Europe in early 19th century
3.Charles Darwin	c. "Pax Romana" -- longest period of world peace
4. Karl Marx	d. Ruler of Communist China
5. William Shakespeare	e. Theory of "passive resistance"; leader for India's independence
6.Napoleon Bonaparte	f. Theoretical physicist, $E=mc^2$
7.Miguel de Cervantes	g. Theory of "laissez-faire" and advocate of free market economy
8.Augustus Caesar	h. Spanish author of Don Quixote
9. Albert Einstein	i. Theory of man's sub-conscious motivation; theory of dreams in the unconscious mind
10.Winston Churchill	j. Communist Manifesto. "To each according to his need; from each according to his ability."
11. Mao-Tse-Tung	k, English author of Hamlet and King Lear.
12. Mahatma Gandhi	l. English Prime Minister during World WarII

Appendix C. 2.

Giuntoli Biology 880 Pre-Test _____
Last name

Please match the following formulas with the correct terms

___1.	water	A. O_2
___2.	carbon dioxide	B. NH_3
___3.	oxygen	C. H_2O
___4.	ammonia	D. NaCl
		E. CO_2

True/false Please mark + for true. Please mark o for false.

___1. You are a multicellular organism.

___2. Carbohydrates are digested to form fatty acids and glycerol.

___3. Living plants and animals display a pattern of continuous chemical activity and change inside their cells.

___4. Diffusion is slowest in gases at room temperature.

___5. The human diploid number is 23.

___6. If several compounds and elements are combined, in no definite ratio or amounts, a mixture is formed.

___7. Adenine is a purine present in DNA.

___8. The smallest amount of a compound that displays the properties of that compound is a molecule.

___9. All life on earth is dependent, directly or indirectly, on the sun as a source of energy.

___10. When an animal cell divides a cell plate is formed.

___11. Thymine is a pyrimidine present in RNA.

___12. In animal cell division the cleaveage formed appeares during anaphase.

___13. If your menoploid number was 40 then your diploid number would be 20.

___14. In all cell division the nucleolus reappears during interphase.

___15. The process of photosynthesis results in the production of carbon dioxide water and energy.

Appendix C. 2.

___16. The life characteristic of irritability is only observed in living plants and animals.

___17. Deoxyribose sugar is part of the DNA molecule.

___18. Most protoplasm is about 70% water.

___19. Thermolabile enzymes function most effectively at very high temperatures.

___20. Enzymes are always destroyed at the end of a chemical reaction.

___21. During cell division the function of the centromere is to form the mitotic spindle.

___22. Chromatin changes to form the chromosomes during interphase.

___23. Guanine is a purine present in RNA.

___24. Most of the water in your body exists as free water.

___25. The nucleic acid DNA makes up the important hereditary material called the genes.

___26. The life characteristic of metabolism is only observed in living things.

___27. The plasma (cell) membrane disappears in the prophase of mitosis.

___28. Uracil is a pyrimidine present in DNA.

___29. Ribose sugar is part of the DNA molecule.

___30. At room temperature diffusion would be slowest in liquids, as compared to solids or gasses.

___31. Cellular structure is only observed in living plants and animals.

___32. When a compound is formed the reacting elements undergo a change in their individual properties.

___33. Fats and oils are common terms used to refer to certain kinds of proteins.

___34. Adenine is a purine present in RNA.

___35. Color, odor, density, taste, and toxicity are all examples of different properties of matter.

___36. When a mixture is formed the substances involved undergo a change in their individual properties.

___37. The living material of a cell, not including the nucleus

and the cell membrane is called cytoplasm.

___38. In an enzyme reaction, the formation of an enzyme/substrate complex is irreversible.

___39. When a crystal or pearl "grows" the growth involves a layering process during which new material is added to the outside of the crystal or pearl.

___40. When salt is dissolved in water the salt is referred to as the solute and the water is called the solvent.

___41. Duacil is a pyrimidine present in RNA.

___42. The centromeres break apart, and the chromatids separate, during the anaphase of mitosis.

___43. Phosphate molecules are present in both DNA and RNA.

___44. The term protoplasm describes <u>all</u> the living material present in a cell.

___45. For diffusion, osmosis, and active transport to occur the membranes involved must be living membranes.

___46. Chromosomes are shortest, thickest, and most conspicuous during the interphase of mitosis.

___47. Cytosine is a pyrimidine present in DNA.

___48. Humans have a monoploid number of 46.

___49. Freezing or refrigeration will kill (destroy) the enzymes inside of bacteria.

___50. Most adults of the many animal species grow steadily in size until they die.

___51. Guanine is a purine present in DNA.

___52. The life characteristic of growth is <u>only</u> observed in living things.

___53. Irritability is a well developed life characteristic in animals because of the muscular and nervous systems present in the bodies of animals.

___54. Nucleic acids are synthesized from varying combinations of amino acids.

___55. Compounds are formed when different atoms combine in a precise, definite ratio.

___56. The mitotic spindle is formed during the metaphase of mitosis.

Appendix C. 2.

___57. Cytosine is a pyrimidine present in RNA.

___58. The chromosomes line up at the equator (center) of a cell during the metaphase of mitosis.

___59. An atom represents the smallest amount of a compound that displays the properties of that compound.

___60. All active living organisms carry on the process of photosynthesis.

___61. Plants do not display the life characteristic of irritability because they do not have muscular and nervous systems.

___62. The rate of cell division, i.e. how rapidly it takes place, decreases as the temperature of the environment increases.

___63. The process of reproduction is only observed in living plants and animals.

___64. Most of your body hormones, and all of your body enzymes are important proteins.

___65. Proteins are formed from various combinations of smaller molecules known as fatty acids.

___66. "Soft" water contains more dissolved minerals than does an equal volume of "hard" water.

___67. Thymine is a pyrimidine present in DNA.

___68. In mitosis, the nuclear membrane disappears during prophase and reappears during telophase.

Multiple choice. Please pick the single best answer from the choices listed. Please use capital letters to mark your answer.

___69. Select the substance that is not a carbohydrate
A. vitamine C
B. glucose
C. starch
D. glycogen
E. hormone

___70. Select the metabolic life process in which complex food molecules are changes (broken down) to form simpler molecules.
A. respiration
B. digestion
C. absorption
D. secretion
E. excretion

___71. Select the organelle that controls the movement of

materials into and out of the cell
A. cell wall
B. plasma (cell) membrane
C. mitochondria
D. chloroplasts
E. endoplasmic reticulum

___72. Select the organelles that function in the process called photosynthesis
A. centrioles
B. chromosomes
C. cell wall
D. chloroplasts
E. lysosomes

___73. The movement of oxygen gas through a selectively permeable membrane moving from a region of higher concentration of gas to a region of lower concentration of gas is defined as
A. active transport
B. diffusion
C. osmosis

___74. Select the organelles that function in cellular respiration
A. micochondris
B. chloroplasts
C. centrioles
D. lysosomes
E. vecuoles

___75. The basic structural units of nuclaic acids are
A. fatty acids
B. nucleotides
C. amino acids
D. glucose molecules
E. starch molecules

___76. Select the weak acid pH
A. 1.5
B. 6.3
C 7.0
D 8.5
E 12.1

___77. Select the metabolic life process that results in the removal of waste substances from the living organism.
A. respiration
B. digestion
C. absorption
D. secretion
E. excretion

___78. Select the term describing the dark area of RNA which is present inside a nucleus
A. centriole

B. ribosome
C. mitochondria
D. nucleolus
E. vacuole

___79. This structure is part of the cells of plants and algae and is mainly made up of the chemical cellulose.
A. plasma membrane
B. nucleus
C. centrioles
D. cell wall
E. mitochondria

___80. Select the organelles that give color to ripe fruit and mature flowers
A. chromosomes
B. chloroplasts
C. mitochondria
D. chromoplasts
E. lysosomes

___81. Select the life process which results in the synthesis (production) of <u>useful</u> substances for the living organism
A. respiration
B. digestion
C. absorption
D. secretion
E. excretion

___82. Select the chemical that <u>will</u> ionize when dissolved in water
A. sucrose [$C_6H_{22}O_{11}$]

B. glucose [$C_6H_{12}O_6$]

C. sodium chloride [NaCl]

D. alcohol [C_2H_5OH]

E. starch [$C_6H_{10}O_5$]

___83. The substance that an enzyme reacts with is called the
A. sublimate
B. coenzyme
C. substrate
D. supernatent
E. minisous

___84. Select the organelles that contain <u>inactive</u> digestive enzymes and which function <u>only</u> when they breakopen and release those enzymes
A. vacuolas
B. chloroplasts
C. lysosomes
D. centrioles
E. mitochondria

___85. The movement of <u>water only</u> through a selectively permeable membrane moving from a region of high concentration of water to a region of lower concentration of water is defined as
A. active transport
B. diffusion
C. osmosis

___86. Select the organelle that <u>stores</u> digestive enzymes and forms the organelles called sysosomes
A. nucleus
B. chloroplasts
C. Golgi bodies
D. chloroplasts
E. ribosomes

___87. Select the storage organelles that may contain oil, starch, surplus water, salts, etc.
A. cell wall
B. plasma membrane
C. nucleus
D. mitochondria
E. vacuoles

___88. Select the term that describes the dark, round, granular structures that are attached to and contribute to the functioning of the andoplasmic reticulum
A. centrioles
B. mitochondria
C. ribosomes
D. nucleoli
E. lysosomes

___89. Select the metabolic life process that allows energy to be released from glucose
A. excretion
B. respiration
C. secretion
D. digestion
E. absorption

___90. Which of these 5 substances is <u>not</u> poisonous to human enzymes
A. lead
B. carbon
C. cyanide
D. arsenic
E. mercury

___91. Select the term that describes all of the enzymes normally present in your body
A. constitutive enzymes
B. adaptive enzymes

___92. Select the substance that is not a lipid
A. wax
B. enzyme

C. human sex hormone
D. cholesterol
E. vitamin A

___93. Select the organelles that form the mitotic spindle during animal cell mitosis
A. centrioles
B. chloroplasts
C. lysosomes
D. mitochondria
E. ribosomes

___94. Select the central, controlling organelle of a cell
A. nucleus
B. lysosome
C. mitochondria
D. chloroplasts
E. Golgi bodies

___95. Select the chemical that will <u>not</u> ionize in water solution
A. sodium chloride [NaCl]

B. glucose [$C_6H_{12}O_6$]

C. sodium hydroxide [NaOH]

D. copper sulfate [$CuSO_4$]

E. hydrochloric acid [HCl]

___96. The movement of ions through a selectively, permeable membrane moving from a region of lower concentration of ions to a region of higher concentration of ions is defined as
A. active transport
B. diffusion
C. osmosis

___97. Which of the following chemicals is an enzyme
A. fructose
B. sucrose
C. lipase
D. lactose
E. maltose

___98. Select the membraneous organelles that function in the synthesis of cell proteins
A. centrioles
B. mitochondria
C. lysosomes
D. chloroplasts
E. endoplasmic reticulum

___99. The plasma (cell) membrane is made up of three kinds of chemical compounds. Which of the following substances is the <u>most</u> abundant component of the cell membrane?

A. water
B. cholesterol
C. phospholipids
D. protein

___100. What is the pH range within which the extracellular enzymes of the human body will function
A. 2--8
B. 7.3--7.5

Appendix C.3.

From: BUILDING ACADEMIC SKILLS
AN ESL WORKBOOK, G.T. Schwabe
Publisher: Prentice-Hall, Inc.

PRE-TEST I

General Instructions to Students

Fill in the blanks in the box below. Then read the "Explanation of the Test" or listen for instructions from your instructor. Do not look at any section of the test before you are instructed to do so.

Name: Mr.
Miss
Mrs. _____
Circle one Family Name Given/First Name

Home Country: _____ Date: _____

Name of Course: _____ Section Number: ____

Name of Instructor: _____

Explanation of the Test

This 100-point test has been designed to reveal your strengths and weaknesses in controlling academic skills. There are eight timed sections in the test. All should be completed within one testing period.

Do not look at any section of the test until your instructor asks you to. When directed, turn the page and read along silently while the instructions are read aloud. If you finish a section before the allotted time, review what you have written. Do not move on to the next section until you are told to do so.

If you are working alone, read the instructions for each section and then time yourself when you begin to do each. Do not take any more time than that specified for each part.

If you are unable to finish a section in the time allowed, don't worry about it. Each skill being tested is explained in *Building Academic Skills*, and you will be given repeated practice in all of them. At the end of the program, when you take the Post-Test, you will see how much progress you have made in each area being tested.

Test Section	Allotted Time	Points	Score
1. Listening Cloze	2 minutes	15	____
2. Writing Cloze	2 minutes	10	____
3. Vocabulary	3 minutes	15	____
4. Surveying and Drawing Inferences	10 minutes	15	____
5. Reading Comprehension*	2 minutes	5	____
6. Recognizing Organization	10 minutes	20	____
7. Writing a Summary	3 minutes	10	____
8. Writing Logical Questions	3 minutes	10	____
Total	35 minutes	100	

*Gross Word-per-Minute Rate: _____ Effective Word-per-Minute Rate: _____

SECTION 1: LISTENING CLOZE

DIRECTIONS: You will hear your instructor or a speaker on a cassette tape reading the passage printed below. As you listen, fill in the missing words. Do the example first to be sure you understand exactly what you are to do.

EXAMPLE: The title of _____ passage below is "Problems Commonly Experienced by _____ Students." (Have you filled in the two missing words you heard read? They were the and Foreign.)

Listen now and begin to write.

Many students entering American universities from _____ language backgrounds and other academic cultures _____ significant difficulty in their classes as _____ result of inadequate development of language and academic _____. Such students demonstrate considerable deficiencies in:

1. _____ comprehension. They are unable to understand lectures when _____ at a normal speaking rate of _____ 150–180 words per minute.
2. Notetaking _____ lectures. They are unable to determine main _____ of lectures and to distinguish less important _____, especially when the class material is not _____ coordinated with a textbook.
3. Reading comprehension. _____, they have difficulty in abstracting major data and _____ generalizations, which are features of

required reading. This is especially true _____ previous academic expectations have been to memorize _____ which is read.

Do not go on to the next section until told to do so. STOP!

SECTION 2: WRITING CLOZE

DIRECTIONS: Fill in the blanks in the passage below with an appropriate word. The passage is a continuation of the Listening Cloze passage in Section 1. You will have two minutes to complete this section.

START!

4. Reading rate. Students have difficulty _____ completing assigned readings within a reasonable period of _____. When entering a university, many students read fewer _____ 100 words per minute.
5. Taking examinations. Students have difficulty in writing essay-type answers _____ pressure of restricted time, and have extreme difficulty in understanding _____ focus, alternatives, and inferences implicit in objective-type _____.
6. Writing papers. _____ have difficulty in using sources without directly copying as well _____ difficulty in logically organizing and presenting ideas _____ different sources.

Do not go on to the next section until told to do so. STOP!

SECTION 3: VOCABULARY

DIRECTIONS: Fill in the chart below with the appropriate form of each word, exactly as has been done in the example. Dashes indicate there is no form of the word in this column. You will have 3 minutes to complete this section.

	Noun	Verb	Adjective	Adverb
Ex:	a quotation	to quote	quotable	- - -
1.		- - -	essential	
2.	a characteristic			
3.		to theorize		
4.				manipulatively
5.				implicitly

Do not go on to the next section until told to do so. STOP!

Appendix C.3. (continued)

SECTION 4: SURVEYING AND DRAWING INFERENCES

The table of contents (page numbers deleted) from a chapter of a text is shown below. Answer the questions that follow about this table of contents. You will have 10 minutes to complete this section.

CHAPTER EIGHT

Listening in English
- Listening to Directions
- An Outline of the Lecture: Using Specialized Dictionaries
- Listening Comprehension Questions on the Lecture
- Notetaking Skill Questions
- Vocabulary Expansion Exercises
  - Recognizing Indications of Style
  - Surveying Your Own Dictionary
  - Using Antonyms
  - Chart of Key Words Used in the Lecture
  - Prefixes Indicating Quantity
  - Using Words from the Lecture
- Oral Practice: Noun Compounds

Reading in English
- A Reading Passage: Increasing Vocabulary
- Understanding Organization: An Outline of the Reading Passage
- Reading for Specifically Stated Information
- Recognizing the "Paragraph Hook" as a Transition Technique

Reasoning in English
- Asking Logical Questions
- Making Inferences from Fact and Opinion Which Predict Outcome
- Inducing Punctuation Rules: Use of the Hyphen
- Inducing Spelling Rules: Abbreviations

Writing in English
- Combining Sentences
- Paragraph Organization: The Classification Pattern
- Classifying Information in Dictionaries
- Writing a Composition and Using a Composition Checklist

Questions on the Table of Contents

1. How many major sections are there in this chapter? _____
2. Is the lecture in this chapter written out or outlined? _____
3. What is the subject of the lecture? _____
4. What does the section on spelling rules deal with? _____
5. If the major content of chapters in this text is in the lecture, what is one possible reason that the topic of the spelling section has been chosen for this chapter?

   _____

   _____
6. How many vocabulary exercises are there in the chapter? _____

7. Which vocabulary section deals with the opposite of understanding synonyms?

_____

8. What transition device is explained in this chapter? _____

_____

9. What are two bases for drawing inferences which predict outcome? _____

_____

10. What is the subject of the speaking exercise in this unit? _____

_____

11. Students will be asked to write an essay in this chapter.

    True or False (Circle One)

12. No explicit work is given in understanding punctuation in this chapter.

    True or False (Circle One)

13. If composition topics in this text are based on work in each chapter, what might be one suggestion for a composition topic in this chapter?

_____

14. Which type of thinking is explicitly used in this chapter?

    Deductive thinking _____ Inductive thinking _____

15. List one subheading which suggests that students will be given work in writing on the sentence level.

_____

Do not go on to the next section until told to do so. STOP!

SECTION 5: READING COMPREHENSION

DIRECTIONS: When your instructor tells you to begin, read the following selection as quickly as possible while trying to understand it. When you have finished, look up at the blackboard. The *last* number your instructor has written is the length of time it took you to read this essay. Copy that number on the line labeled "Record Your Time."

If you are working alone, time yourself and record the time in total number of seconds (e.g., 3 minutes and 10 seconds = 190 seconds).

Do not turn the page to answer the questions on the essay until your instructor tells you to do so.

START!

*Some Things We Know about Language**

Many things about language are a mystery, and many will always remain so. But some things we do know.

*Abridged and adapted from *Understanding English*, by Paul Roberts. Copyright © 1958 by Paul Roberts. By permission of Harper & Row, Publishers, Inc.

First, we know that all human beings have a language of some sort. There is no race of men anywhere on earth so backward that it has no language, no set of speech sounds by which the people communicate with one another. Furthermore, in historical times, there has never been a race of men without a language.

Second, there is no such thing as a primitive language. There are many people whose cultures are undeveloped, who are, as we say, uncivilized, but the languages they speak are not primitive. In all known languages we can see complexities that must have been tens of thousands of years in developing.

This has not always been well understood; indeed, the direct contrary has often been stated. Popular ideas of the language of the American Indians will illustrate. Many people have supposed that the American Indians communicated in a very primitive system of noises. They said "ugh" and they said "how" and they uttered a few miscellaneous grunts, and otherwise they communicated by waving their arms at one another. Study has proved this to be nonsense. There are, or were, hundreds of American Indian languages, and all of them turn out to be very complicated, very elaborate, and very old. They are certainly different from the languages that most of us are familiar with, but they are no more primitive than English or Greek.

A third thing we know about language is that all languages are perfectly adequate. That is, each one is a perfect means of expressing the culture of the people who speak the language. A corollary is that languages are not really comparable in the sense that we ask, "Which is the better language, French or Navajo?" French is an excellent language for expressing French culture, but it would be a very poor language for expressing the culture of a Navajo Indian. The best language for the latter purposes is Navajo.

Finally, we know that language changes. It is natural and normal for language to change; the only languages which do not change are the dead ones. This is easy to understand if we look backward in time. The English of 1600 would be nearly unintelligible if we heard it today, the English of 1300 would be completely so, and the English of 900 would be entirely strange and foreign. Change goes on in all aspects of language. Grammatical features change as do speech sounds, and changes in vocabulary are sometimes very extensive and may occur very rapidly. Vocabulary is the least stable part of any language.

Record Your Time: _____seconds*

Do not continue until told to do so.

Reading Comprehension Exercise

DIRECTIONS: According to the essay you have just read, are the following statements true (T) or false (F) or are there insufficient data (ID) to know exactly? Be careful to base your answer on what is said in the essay. Even if a statement seems like a logical or good idea, if this is not specifically stated your answer should be ID (insufficient data). Complete this exercise in 2 minutes.

START!

_____ 1. Some ancient groups of people were so underdeveloped that they did not use language to interact with each other.

_____ 2. All languages which are understood today took several centuries to develop.

_____ 3. American Indian languages are some of the most complicated languages ever developed.

_____ 4. Languages communicate customs and beliefs of people.

*Use this number in figuring your effective reading rate, see page 209

_____ 5. Changes in all languages are inevitable but grammar changes are the greatest.

Do not go on to the next section until told to do so. STOP!

SECTION 6: RECOGNIZING ORGANIZATION

Below is a partial outline of the essay about language which you have just read. Complete the outline with information from the essay. You may refer to the passage in doing this. Use phrases rather than complete sentences. You will have 10 minutes to do this section.

START!

Thesis: Some things we know about language

A. _____

1. _____

2. Never has been a race of men without a language

B. _____

1. Cultures may be undeveloped or uncivilized but languages are not

2. _____

a. Some people once thought American Indians communicated with primitive noises and signals such as:

1) _____

2) _____

3) _____

4) Waving arms

b. Study has now shown there are hundreds of American Indian languages and all are:

1) _____

2) _____

3) _____

C. _____

1. _____

2. This means languages are not comparable

a. _____

b. Navajo is the best language for expressing Navajo culture

D. _____

1. Only dead languages do not change

2. Examples of language change

a. _____

b. The English of 1300 would be completely unintelligible

c. _____

3. _____

a. Grammatical features and sounds change

b. _____

1) _____

2) _____

3) Most unstable part of language

STOP!

Do not go on to the next section until told to do so.

SECTION 7: WRITING A SUMMARY

Write a one or two sentence summary of the essay on language. You may refer to the reading passage and the outline to do this. You will have 3 minutes to write.

START!

_____

_____

_____

_____

_____

STOP!

Do not go on to the next section until told to do so.

SECTION 8: WRITING LOGICAL QUESTIONS

From your understanding of the essay in this exam, write an appropriate question to fit the short answers at the right. You will have 3 minutes to complete this section.

EXAMPLE: *What is the subject of the essay?* Some things known about language

START!

	Short Answer
1. _____	Navajo would be best
2. _____	Only dead languages
3. _____	Paul Roberts in 1958

STOP!
End of Pre-Test I

Determining Gross and Effective Reading Rates

To learn your *gross reading rate* (i.e., the number of words you read per minute), use the table below. Locate the number of seconds you took to read "Some Things We Know about Language." The words-per-minute rate for that amount of time is listed in the WPM column. For example, if you read the passage in 2 minutes and 10 seconds, your time is 130 seconds. Your gross words-per-minute rate, then, is 201 words.

GROSS WORDS-PER-MINUTE RATES ON THE READING PASSAGE

Time in Seconds		WPM	Time in Seconds		WPM
(1 minute)	60	436		200	131
	65	402		205	128
	70	378		210	125
	75	349		215	122
	80	327		220	119
	85	308		225	116
	90	291		230	114
	95	275		235	111
	100	267	(4 minutes)	240	109
	105	249		245	107
	110	238		250	105
	115	227		260	101
(2 minutes)	120	218		265	99
	125	209		270	97
	130	201		280	93
	135	194		285	92
	140	187		290	90
	145	180		295	88
	150	174	(5 minutes)	300	87
	155	169			
	160	164			
	165	159			
	170	154			
	175	150			
(3 minutes)	180	145			
	185	141			
	190	138			

Your *effective reading rate* (i.e., how much you understand when you read) is more important than your general speed or gross reading rate. To determine your effective reading rate, use the following formula:

Gross WPM rate	×	Percent of correct answers on the Reading Comprehension Exercise	=	Effective WPM rate

DIAGNOSTIC PRETEST
BASIC COLLEGE MATHEMATICS

NAME _____

HOUR _____

1. Identify the place value of the 4 in the number 643,825. 1. _____

2. Write 759 in words. 2. _____

Add.

3. $\begin{array}{r} 623 \\ 2748 \\ 9123 \\ +\ 7005 \\ \hline \end{array}$ 3. _____

4. $\begin{array}{r} 2987 \\ 6421 \\ 7 \\ 15 \\ +\ 8703 \\ \hline \end{array}$ 4. _____

Subtract.

5. $\begin{array}{r} 7419 \\ -\ 285 \\ \hline \end{array}$ 5. _____

6. $\begin{array}{r} 3000 \\ -\ 748 \\ \hline \end{array}$ 6. _____

Multiply.

7. $\begin{array}{r} 509 \\ \times\ 7 \\ \hline \end{array}$ 7. _____

8. $\begin{array}{r} 854 \\ \times\ 29 \\ \hline \end{array}$ 8. _____

Divide.

9. 4557 by 7 9. _____

10. $0 \div 537$ 10. _____

11. $27\overline{)13{,}608}$ 11. _____

Round as shown.

12. 47,283 to the nearest hundred 12. _____

13. 29,062 to the nearest thousand 13. _____

14. Simplify $3 \cdot \sqrt{9} - 2 \cdot 3$ 14. _____

15. The number of people attending a basketball game this week is 3821 less than last week. If the attendance last week was 14,654, find the attendance this week. 15. _____

16. Write $3\frac{5}{8}$ as an improper fraction. 16. _____

DIAGNOSTIC PRETEST, PAGE 2

17. Find the prime factorization of 50. 17. _____

18. Multiply. $\frac{3}{4} \cdot \frac{3}{5}$ 18. _____

19. Of the 125 people eligible to vote, 3/5 actually voted. How many actually voted? 19. _____

20. An equipment cover requires 14 1/2 yards of nylon cloth. How many covers can be made from 130 1/2 yards of the cloth? 20. _____

21. Use prime factorization to find the least common multiple of 12 and 30. 21. _____

22. Write $\frac{3}{14}$ with a denominator of 42. 22. _____

23. Add. $\frac{3}{8} + \frac{2}{15}$ 23. _____

24. Subtract. $\frac{2}{3} - \frac{1}{8}$ 24. _____

25. Add $17\frac{5}{6}$ and $11\frac{1}{4}$. 25. _____

26. Use the order of operations to perform the following.

$$\frac{3}{4} \cdot (\frac{3}{8} + \frac{1}{3})$$ 26. _____

27. Round .42987 to the nearest hundredth. 27. _____

28. Add. 5.44 + 3.772 + 9.8 28. _____

29. Subtract. 39.8 - 15.821 29. _____

30. Multiply. .0021 × .005 30. _____

31. Divide. $.8\overline{)14.08}$ 31. _____

32. Work this problem.

$$2.56 + (5.3 - 1.9) \cdot 7.1$$ 32. _____

33. Write the ratio of 3 yards to 20 feet. 33. _____

34. Write 464 miles on 14.5 gallons of gas as a unit rate. 34. _____

35. Is the proportion $\frac{11}{15} = \frac{32}{45}$ true? 35. _____

DIAGNOSTIC PRETEST, PAGE 3

36. Find the missing number. $\frac{3}{r} = \frac{18}{24}$ 36. _____

37. Write 38% as a decimal. 37. _____

38. Write $\frac{2}{5}$ as a percent. 38. _____

Find each of the following.

39. 21 is 5% of what number? 39. _____

40. 57 is what percent of 285? 40. _____

41. Carmichael Jewelers sold a diamond ring costing $702. If the sales tax rate is 6%, how much tax was paid? 41. _____

42. Find the interest on $5400 at 10% for two and a half years. 42. _____

43. Simplify 8 yards 7 feet 21 inches 43. _____

44. Convert 74 km to m. 44. _____

45. Find the area of a triangle having height 42 m and base 37 m. 45. _____

46. Find the area of a circle with a radius of 7 m. (Use 3.14 as an approximation for π.) 46. _____

47. Find the volume of a cone with a radius of 4 cm and a height of 12 cm. Round to the nearest hundredth. 47. _____

48. Find the value of $4x - 6y + z$ if $x = -3$, $y = 2$ and $z = 4$. 48. _____

49. Solve this equation.

$3m - 6 = 4m - 12$ 49. _____

50. Find the weighted mean for the following. Round to the nearest tenth.

Value	Frequency
6	2
7	3
8	1
9	9
10	4
11	2

50. _____

Appendix C.5.

HISTORY 880

PRE-TEST

There are questions from the different topics that are discussed in the text and that we will cover in the class. Answer the questions to the best of your ability and do not worry that you will not know some of the answers or that you will have to leave some of the questions unanswered. By the end of the course, hopefully, the questions will be clearer to you.

_____1. Before people began farming they
a. lived in cities.
b. lived by hunting animals and gathering edible plants.
c. built great pyramids.
d. used irrigation systems to bring water to their crops.

_____2. Which of the following was a site of an ancient civilization (around 3000 B.C.)?
a. Europe.
b. California.
c. Egypt.
d. Alaska.

_____3. Which of the ancient societies is known for the construction of great pyramids?
a. Mesopotamia.
b. Rome.
c. Greece.
d. Egypt.

4. Place the following in chronological order. For example: 1. Adam and Eve; 2. Julius Caesar; 3. Napoleon.

Jesus Christ _____
Moses _____
Aristotle _____
Constantine _____
Columbus _____

5. Find the term in the second column that best matches each description in the first column. Write the letter of your answer in the blank.

_____1. The belief in many gods. A. dynasty

_____2. A series of rulers from the same family. B. ritual.

_____3. A ceremony, particulary a religious one. C. hieroglyphics.

_____4. The Egyptian system of picture writing. D. polytheism.

_____6. The Old Testament of the Bible was composed by
a. The Romans.
b. The Greeks.
c. The Hebrews.
d. The Egyptians.

_____7. The Iliad and the Odyssey were composed by
a. A Roman.
b. A Greek.
c. A Hebrew.
d. An Egyptian.

_____8. Yahweh was the god of
a. The Hebrews.
b. The Romans.
c. The Maya.
d. The Greeks.

_____9. Socrates, Plato, and Aristotle were
a. military leaders.
b. political leaders.
c. artists.
d. philosophers.

_____10. The famous Greek leader that led the Greeks to victory over the Persian Empire and conquered as far as India was
a. Julius Caesar.
b. Napoleon Bonaparte.
c. Alexander the Great.
d. Cyrus the Great.

_____11. Which came first?
a. The victory of Julius Caesar over the Gauls.
b. The fall of the Roman Empire.
c. The attempt by Hannibal to defeat Rome.
d. The splitting of the Empire by Constantine, by establishing a capital in the East.

12. Choose from the following to identify the place of origin.
Israel Rome Greece Egypt Arabia

_____Jesus

_____Augustus Caesar

_____Socrates

_____Muhammad

_____Pharaoh Ramses II

_____13. A Muslim is
a. a follower of Hinduism.
b. a follower of Buddhism.
c. a follower of Islam.
d. a follower of Arabic.

____14. Allah is an
a. Arabic word for prophet.
b. Arabic word for God.
c. Arabic word for soldier.
d. Arabic word for king.

15. We were a people who settled in the Valley of Mexico and built our capital city, Tenochtitlan, in the middle of a lake. We expanded our power by conquering other tribes in central Mexico.

WHO ARE WE? _____

16. Our empire stretched 2,000 miles along the Pacific coast of South America. Our ruler held absolute power over the peoples of the empire. Some of the roads in our far-flung transportation system still survive.

WHO ARE WE?_____

_____17. The Black Death refers to
a. a plague that killed over one third of the population of Europe in the 14th century.
b. a book by Dante in the Middle Ages.
c. a story by Cervantes about Don Quijote.
d. the Protestant Reformation in the 16th century.

_____18. Historians use the following terms to divide the history of Western Civilization: Ancient World; Modern World;Early Middle Ages; High Middle Ages.
Place these terms in order, beginning with the oldest period.

_____

_____

_____

_____

_____19. Which of the following artists was responsible for painting the ceiling of the Sistine Chapel, considered by many to be the greatest painting of Western Civilization?

a. Raphael.
b. Leonardo da Vinci.
c. Michelangelo.
d. Titian.

20. _____was an Italian sailor who believed that he had discovered a new water route to Asia, but instead discovered America.

21. Read the paragraph below. Choose which of the three sentences following the paragraph best states the main idea of that paragraph. Write the letter of that sentence in the blank.

_____ Martin Luther was a Catholic monk. He disagreed with the teachings of the Roman Catholic Church and began the Reformation. Luther became upset with what he believed were abuses within the Catholic Church. He especially objected to the sale of indulgences. Following the custom of the time, Luther nailed a list of his views, known as the Ninety-five Theses, to the door of a nearby church. And he invited those interested to debate him on the subject of indulgences. Luther's views brought hm into direct conflict with the pope, who excommunicated Luther in 1521. Luther then broke with Catholicism and started his own church.

A. Martin Luther excommunicated the pope.
B. Martin Luther began the Reformation.
C. Martin Luther favored the sale of indulgences.

_____22. The Inca Empire was located in
a. South America.
b. Mexico.
c. Guatemala.
d. North America.

_____23. The Maya established great centers in
a. South America.
b. Guatemala.
c. Panama.
d. Canada.

_____24. Which of the following European countries explored and settled in South America?
a. Spain and Portugal.
b. Spain and England.
c. England and Portugal.
d. Spain and France.

-----25. Hernan Cortes led Spanish troops against
a. the Inca empire.
b. the Comanche empire.
c. the Aztec empire.
d. the Roman empire.

Appendix D.1.

SYLLABUS

Summer ___ Fall _x_ Spring _x_ 1990/1991

Instructor: Gil Workman and others in Social Science Department

Course: SOSC 880AA _____ Introduction to the Socal Sciences
Dept. No. Course Name

_____ Lx CR O Completion of 4th level of English Instruction
Units Grading Method Prerequisites

Transfers to US ____ CSUCS ____ Private U.____

Non-transferable __XX__

Entry level skills expectations
in Reading: 4th level English Instruction
in Writing: 4th level English Instruction
in Computation: n/a

I. Course description: A basic survey of concepts, issues, vocabulary used in history, political science, geography, sociology, psychology, and economics. Course is presented by six different instructors in the Social Science and ESL Departments. Emphasis is placed in the inter-relationship of the various disciplines within the "Social Sciences".

II. Objectives of course: (1) Familiarization of 4th level English Institute students with six disciplines within the social science framework. (2) Provide a "transition" course between English Institute and "mainstream" AA-degree and transfer courses taught in the Social Sciences. (3) Form part of the "content-based curriculum" offered in conjunction with the English Institute.

III. Title of textbook: Tierney & Tierney: The U.S.A., Reading Level: 4th E.I.
Other material required: Customs and Institutions
Some Xeroxed materials as appropriate to specific subject matter.

IV. Grading policies:
A. Methods of evaluation with explanation of requirements for a given grade and the weighing of various assignments: Five quizes will follow each of the five teaching areas: History & Political Science, Geography, Sociology, Psychology and Economics. Exams vary with the teacher and subject matter, but generally stress short answer, matching, identification questions. Effort made to have students understand the interrelationships between one topic and another.

B. Policies concerning taking of tests or retests:

C. Deadlines for submission of course requirements and the penalty for failure to meet the deadlines:

Appendix D.1.

V. Attendance requirements: Standard Canada class attendance policy.

VI. Other information: Content classes are taught on Mondays and Wednesdays. ESL and Study Techniques classes are taught by ESL teachers on Fridays.

Appendix D.1.

CANADA COLLEGE

Official Course Outline

1. Course Number: SOSC 880AA
   Course Title: Introduction to the Social Sciences

   Semester Units: 3.0
   Hours: 51

2. Course Prerequisites Completion of 4th level of English Institute curriculum.

3. Course Objectives (1) Familiarization of 4th-level English Institute students with six disciplines within the Social Science framework. (2) Provide a "transition" course between English Institute studies and "mainstream" AA-degree and transfer courses in the Social Sciences. (3) Form part of the "content-based curriculum" offered in conjunction with the English Institute.

4. Instructional Facilities: Blackboard, maps

5. Special Materials Required of Student: Textbook and Xeroxed readings.

6. Course Content: A survey of basic concepts, issues and vocabulary and terminology used in the study of history, political science, geography, sociology, psychology and economics. Course presented by six different teachers in the Social Science and ESL Departments.

7. Method of Instruction: Lectures, discussions, readings.

8. Methods of Evaluating Student Performance: Series of quizes which are prepared and administered and graded by the different teachers in each teaching area.

9. Texts: Tierney and Tierney: The U.S.A., Customs and Institutions (3rd edition). Weekly Readers: Learning Basic Skills with U.S. Geography

Appendix D.1. (continued)

WELCOME TO

Social Science 880, Introduction to the Social Sciences

Faculty:		
Gil Workman, Introduction, History & Politics		Tel:306-3280
Pete Gunderson,	Geography	ext.3363
Lois Cunningham,	Sociology	ext.3205
Ernie Rodriguez,	Psychology	ext.3455
Paul Roscelli,	Economics	ext.3414
Kent Sutherland,	ESL Instructor	ext.3409

I. Course Content and Objectives

Social Science 880 will expose you to six different academic "disciplines" within the framework of "the science of society."

1. You will learn some of the basic "language" and terms of these disciplines, and you will be introduced to a few of the basic principles, concepts and theories of the six subject areas.

Each of us teachers will try to answer such general questions as:

- How is the historical past relevant to the present?
- Why does one study geography?
- What do psychologists do?
- What is the function or purpose of sociology?
- What is the basic structure of the study of economics?

2. In addition, each teacher will try to relate the theories and terms of his or her discipline to conditions and institutions in today's American society: the American family, U.S. government, the environment, contemporary social issues in the United States.

We believe this will help you to appreciate the importance and "relevance" of the social sciences to people's daily lives and activities.

3. A third objective is to relate the content of our disciplines to your study and understanding of the English language. By the end of the course, we anticipate that you will be prepared to continue your studies in some or all of these disciplines.

II. COURSE TEXTBOOKS, Format, and Evaluation

1. Two paperback books have been ordered for Social Science 880. You can purchase them at the Canada College Bookstore.

Tiersky & Tiersky: The U.S.A., Customs and Institutions, (3rd edition, Prentice-Hall)

Learning Basic Skills with U.S. Geography (Weekly Reader)

You will read and work on exercises from parts of these two books.

2. Each teacher will meet with you for about six class periods in his/her academic discipline(on Monday's, Wednesday's and Friday's) The class sessions will include lectures, class discussions, exercises from the readings, evaluation quizes or exams.

3. Each teacher is responsible for evaluating your work in his or her subject area. You will experience a variety of teaching and learning methods, and different kinds of quizes and other evaluation.

PLEASE feel free to discuss any aspect of this course with us. We are excited at our opportunity to present this social science introduction

Appendix D. 2.

SYLLABUS

Summer ___ Fall _x_ Spring ___ 1990 Instructor: Giuntoli

Course: Biology (Dept.) 880 (No.) Survey of Life Sciences (Course Name)

3 (Units) L CR O (Grading Method) None. Completion of E.I Level IV Course (Prerequisites)

Transfers to US ____ CSUCS ____ Private U.____

Non-transferable XX

Entry level skills expectations
in Reading: 4th level English Instruction
in Writing: 4th level English Instruction
in Computation: Eligibility for Math 81

I. Course description: This course is designed for students who lack any background or have a weak background in science, especially the biological sciences. The course will cover certain basic concepts in biology.

II. Objectives of course: The main objectives are to broaden the background of the student and to improve basic study skills.

III. Title of textbook: None required
Other materials required: None
Reading Level:

IV. Grading policies:

A. Methods of evaluation with explanation of requirements for a given grade and the weighing of various assignments: Unit examinations on each completed lecture topic. Graded homework. Letter grade based on total points evaluated on a class average procedure. No formal mid-term examinations or comprehensive final examination.

B. Policies concerning taking of tests or retests: All examinations must be taken. Make up tests allowed for excused absences. No retests.

C. Deadlines for submission of course requirements and the penalty for failure to meet the deadlines: Not applicable.

V. Attendance requirements: Seven unexcused absences and the student will be dropped from the roll.

VI. Other information:

Appendix D.2.

CANADA COLLEGE

Official Course Outline

1. Course Number: Biology 880
   Course Title: Survey of Life Sciences
   Semester Units: 3
   Hours: 3

2. Course Prerequisites: Completion of E.I. Level IV Courses

3. Course Objectives: This course is designed for students who lack any background or have a weak background in science, especially the biological sciences. The course will cover certain basic concepts in biology. The main objectives are to broaden the background of the student and to improve basic study skills.

4. Instructional Facilities: Standard lecture classroom.

5. Special Materials Required of Student: None

6. Course Content:
   1. Comparison of the characteristics of living and non-living material.
   2. Inorganic and organic chemistry of living things.
   3. The structure and function of plant and animal cell organelles.
   4. Physical phenomena and the plasma membrane.
   5. Cell division, mitosis, meiosis, and chromosomal problems.
   6. Nucleic acids, DNA and RNA, and recombinant DNA.
   7. Energetics i.e. enzymes, photosynthesis, and cellular respiration.

7. Method of Instruction: Lecture and demonstration

8. Methods of Evaluating Student Performance:
   1. Diagnostic pre-test and post-test.
   2. Unit examinations on each completed lecture topic.
   3. No formal mid-term exams or comprehensive final exam.
   4. Assigned homework.

9. Texts: None required. Assigned heading materials will be selected by the instructor and handed out to the students.

Appendix D.2.

Canada College Official Course Outline

Course Number: Biology 880

Semester Units: 3 units. Hours: 3 hours per week.

Course Prerequisite: None

Course Objectives: This course is designed for students who lack any background or have a weak background in science, especially the biological sciences. The course will cover certain basic concepts in biology. The main objectives are to broaden the background of the student and to improve basic study skills.

Instructional Facilities: Standard lecture classroom.

Special Materials Required of Students: None

Course Content:

1. Comparison of the characteristics of living and non-living material.
2. Inorganic and organic chemistry of living things.
3. The structure and function of plant and animal cell organelles.
4. Physical phenomena and the plasma membrane.
5. Cell division, mitosis, meiosis, and chromosomal problems.
6. Nucleic acids, DNA and RNA, and recombinant DNA.
7. Enzymes.
8. Photosynthesis.
9. Cellular respiration.

Method of Instruction: Lecture and demonstration.

Methods of Evaluating Student Performance:

1. Diagnostic pre-test and post-test.
2. Unit examinations on each completed lecture topic.
3. No formal mid-term exams or comprehensive final exam.
4. Assigned homework reading.

Text: None required. Assigned reading materials will be selected by the instructor and handed out to the students.

Appendix D.2.

Biology 880 Course Description Giuntoli

A. Grading:

90-100% -- A	This class will be graded on a class average basis. I shall curve the highest score on each exam (if that score is high enough) and the percentages (at the left) will be applied to that score.
80- 89% -- B	
60- 79% -- C	
50- 59% -- D	
0- 49% -- F	

B. Attendance:

1. If you are absent a great deal you will probably not have success in this class. When you have a total of 9 unexcused absences I shall drop you from the roll.

2. If you are late please come to class.

3. There are no assigned seats. Please sit where you can see and hear well.

4. Please bring all your science materials to class and be ready to work.

5. The fire, health, and safety laws are in effect in this room
   a. no drugs of any kind i.e., no smoking, no alcohol, nor any other kind of drugs
   b. Please wear shoes to this class!

C. Testing:

1. Unit exams will be given. Exams will be announced in advance and may occur on any day you meet with me.

2. My exams are objective i.e., true/false, multiple choice, matching, fill-in, and short answer.

3. My final exam (next January) is not comprehensive over the entire course. It is just another unit exam.

4. If you miss an exam please make it up within a reasonable period of time. Special consideration will be given to anyone with a serious personal and/or health problem. However, I failed mindreading class so talk to me.

D. Course topics include characteristics of life, simple chemistry cell structure & function, cell division (mitosis & meiosis) nucleic acids, enzymes, photosynthesis, and respiration.

E. There is no text for you to buy. I will be handing out some xeroxed reading material on each unit.

F. Office: 18-214 Hours: 8-9 MWF, Tu-Th 11-12 noon
Phone to leave a message: 306-3291

Appendix D.3.

SYLLABUS

Summer ___ Fall _x_ Spring ___ 1990

Instructor: Jennifer Castello

Course: ENGL (Dept.) 880 AA (No.) Study Skills (Course Name)

3 (Units) L CR O (Grading Method) Placement by EIPT or completion of EI Level 4 (Prerequisites)

Transfers to US ____ CSUCS ____ Private U.____

Non-transferable __XX__

Entry level skills expectations
in Reading: in Writing:
in Computation:

I. Course description: This class is for non-native speakers of English. It is designed to improve the students' academic skills.

II. Objectives of course: The objectives of this course are to improve the students' vocabulary, note-taking skills, understanding of organizational patterns in lectures and readings, use of outlines, test-taking skills, ability to write organized, well developed paragraphs under time pressure, summarizing and paraphrasing skills.

III. Title of textbook: Building Academic Skills
Reading Level: Other materials required:

IV. Grading policies:
A. Methods of evaluation with explanation of requirements for a given grade and the weighing of various assignments: Mid-term exam 25%, Final exam 25%, class participation 25%, assignments 25%.

B. Policies concerning taking of tests or retests: Students may take a test or quiz that they missed on the day they return to school. Arrangements to take the final exam on a different day must be made in advance.

C. Deadlines for submission of course requirements and the penalty for failure to meet the deadlines: Due dates will be announced in class. Assignments will be accepted late only if arrangements are made before the due date.

V. Attendance requirements: Students are expected to attend every class meeting. If they are absent, it is their responsibility to get homework and class work assignments from their classmates.

VI. Other information:

Appendix D.3.

CANADA COLLEGE

Official Course Outline

1. Course Number: ENGL. 880 AA
Course Title: Study Skills

Semester Units: 3
Hours: MTWF 11:10-12 Noon

2. Course Prerequisites: Placement by EIPT or completion of EI Level 4

3. Course Objectives: to improve the students' abilities in the following areas: note-taking in lectures, recognizing organization in lectures and readings, summarizing and paraphrasing, taking exams, writing paragraphs under time pressure, vocabulary.

4. Instructional Facilities: classroom with moveable chairs and a blackboard

5. Special Materials Required of Student: none

6. Course Content: lectures, readings, writing topics about academic skills exercises to improve academic skills

7. Method of Instruction: lecture, small group work, pair work

8. Methods of Evaluating Student Performance: midterm and final exams, assignments in each chapter, class participation.

9. Texts: Building Academic Skills by G. T. Schwabe

Appendix D.3.

CLASS: English 880 AA Study Skills

INSTRUCTOR: Mrs. Jennifer Castello

TIME: 11:10 - 12:00 Noon MTWTH Oct. 8 - Jan. 17

PLACE: 18-311

TEXT: Building Academic Skills by Schwabe

OBJECTIVES:

The purpose of this class is to prepare you to participate successfully in college level courses in the United States. Therefore, this class will include explanations and practice in these skills: listening to lectures and taking notes, reading you textbook, using memory techniques, improving vocabulary and spelling skills, preparing for and taking exams, and using the library.

ATTENDANCE:

You must attend every class meeting. If you are absent, it is your responsibility to do any classwork or homework that you missed. If you miss seven classes, you will be dropped from this class.

GRADES:

Your final grade will be based on these four grades: homework assignments, class participation, a midterm exam, and a final exam. If you are absent on the day of a test, you must take the test on the day that you return to school.

Appendix D.3.

ENGL. 880 AA STUDY SKILLS COURSE OUTLINE

STUDYING

- PLACE AND TIME
- PARTS OF YOUR TEXTBOOKS

LISTENING TO LECTURES AND TAKING NOTES

- LISTENING FOR CUES AND FOLLOWING OUTLINES
- NOTETAKING TECHNIQUES
- SUMMARIZING AND PARAPHRASING LECTURE INFORMATION

READING YOUR TEXTBOOK

- RECOGNIZING ORGANIZATION IN READING
- SQ3R: SURVEY, QUESTION, READ, RECITE, REVIEW
- SKIMMING AND SCANNING
- SUMMARIZING AND PARAPHRASING HEADINGS

IMPROVING VOCABULARY AND SPELLING

- PREFIXES, SUFFIXES, STEMS AND SPELLING RULES

WRITING COMPOSITIONS

- DIFFERENT PATTERNS OF ORGANIZATION
- OUTLINES AND TRANSITION WORDS

USING MEMORY TECHNIQUES

- DIFFERENT TECHNIQUES

PREPARING FOR AND TAKING EXAMS

- OBJECTIVE EXAMS
- ESSAY EXAMS

USING THE LIBRARY

- REFERENCE BOOKS
- READER'S GUIDE
- CARD CATALOG

Appendix D.3.

ENGL. 880 AA STUDY SKILLS COURSE OUTLINE

STUDYING

- PLACE
- TIME

LISTENING TO LECTURES AND TAKING NOTES

- LISTEN FOR CUES
- NOTETAKING TECHNIQUES
- PRACTICE

READING YOU TEXTBOOK

- SQ3R: SURVEY, QUESTION, READ, RECITE, REVIEW
- SKIMMING AND SCANNING
- PRACTICE
- PARTS OF YOUR TEXTBOOK

USING MEMORY TECHNIQUES

- DIFFERENT TECHNIQUES
- PRACTICE

PREPARING FOR AND TAKING EXAMS

- OBJECTIVE EXAMS
- ESSAY EXAMS
- PRACTICE

IMPROVING VOCABULARY AND SPELLING

- PREFIXES, SUFFIXES, STEMS
- SPELLING RULES
- PRACTICE

USING THE LIBRARY

- REFERENCE BOOKS
- READER'S GUIDE
- CARD CATALOG
- PRACTICE

Appendix D.4.

SYLLABUS

Summer ___ Fall ___ Spring ___ 19__ Instructor: Anderson

Course: Math (Dept) 800 (No.) Basic Mathematics (Course Name)

3.0 (Units) L CR O (Grading Meth) None (Prerequisites)

Transfers to UC ___ CSUCS ___ Private U. ___
Non-transferable xx

Entry level skills expectations in
Reading:_____ Writing:_____
Computation:_____

I. Course description: Review of fundamental processes in arithmetic, mathematical notation, translating words into symbols, real number systems.

II. Objectives of course: To prepare students for entry into Beginning Mathematics, to be able to handle basic arithmetic.

III. Title of textbook: Basic College Mathematics
Reading level:_____ Other materials required:_____

IV. Grading policies:
A. Methods of evaluation with explanation of requirements for a given grade and the weighing of various assignments: Chapter tests 25% each.

B. Policies concerning taking of tests or retests: Students may make up tests upon return to class in the case of excused absences.

C. Deadlines for submission of course requirements and the penalty for failure to meet the deadlines:

V. Attendance requirements: Students will be expected to attend

VI. Other information:

Appendix D. 4.

CANADA COLLEGE

Official Course Outline

1. Course Number: Math 880 — Course Title: Basic Mathematics

   Semester Units: 3 — Hours:

2. Course Prerequisites: None

3. Course Objectives: The student will learn the concepts of basic mathematics

4. Instructional Facilities: 5-105 B Computer Aided Instructional Lab

5. Special Materials Required of Student: text book, calculator

6. Course Content:
   1. whole numbers
   2. multiply and divide fractions
   3. adding and subtracting fractions
   4. decimals
   5. ratio and proportion
   6. percent

7. Method of Instruction: lecture, sample, and imitation

8. Methods of Evaluating Student Performance: chapter tests

9: Texts: Basic College Mathematics by Miller

Appendix D. 4.

COURSE INFORMATION

COURSE TITLE:	Math 880 AA, Basic Mathematics
UNITS:	3.0 units
MEETING TIMES:	Monday, Wednesday, Friday, 10:10 to 11:00 am Tuesday, 10:10 to 11:00 am
COURSE DURATION:	October 8th through January 16th and Final Exam
MEETING PLACE:	Building 5, Room 105B
INSTRUCTORS:	Rich Anderson Office: 16-109 Office Extension: 306-3425 Leave Messages: 306-3291 (Home Phone: 368-7887) Claude Reichard
MATERIALS:	Basic College Mathematics by Miller (Required)

METHOD OF INSTRUCTION:

Lecture and Lab. Lectures will be given periodically. You will be expected to work at your own pace in the computer aided instructional lab. The instructor will always be present to help.

TESTS:

There will be a test to conclude each chapter. A student must ask the instructor for the Chapter Test after completing the chapter and/or computer lessons. A score of 80% or better is proficiency on each chapter. Once proficiency is achieved then a student moves on to the next chapter. If a student does not achieve proficiency he/she may review and retake the Chapter Test as many times as necessary to achieve proficiency.

MATH 880

COURSE OUTLINE

Text: Basic College Mathematics by Miller & Salzman (2nd Ed.)

DAY 1: Diagnostic Pretest

Week	Dates	Subject
1	Oct 8 - 12	Whole Numbers (Chp. 1)
2	Oct. 15 - 19	Whole Numbers (Chp 1)
3	Oct. 22 - 26	Multiplying and Dividing Fractions (Chp. 2)
4	Oct. 29 - Nov. 2	Multiplying and Dividing Fractions (Chp. 2)
5	Nov. 5 - 9	Adding and Subtracting Fractions (Chp. 3)
6	Nov 13 - 16	Adding and Subtracting Fractions (Chp. 3)
7	Nov 19 - 21	Decimals (Chp. 4)
8	Nov. 26 - 30	Decimals (Chp. 4)
9	Dec 3 - 7	Ratio and Proportion (Chp 5)
10	Dec. 10 - 14	Ratio and Proportion (Chp. 5)
11	Jan. 2 - 4	Percent (Chp. 6)
12	Jan 7 - 11	Percent (Chp. 6)
13	Jan 14 - 17	Review for Final
Finals	Jan 18 - 25	Date to be Set.

Chapter 7 Measurement (Metric and English)
Chapter 8 Geometry
Chapter 9 Algebra (Intro-Concepts)
Chapter 10 Statistics

Appendix D. 5.

SYLLABUS

Summer ___ Fall _X_ Spring ___ 1990 Instructor: James Steidel

Course: History 800 Intro to Western Civilization
Dept No. Course Name

3.0 (L) (CR) O Completion of EI or equiv
Units Grading Meth Prerequisites

Transfers to UC ___ CSUCS ___ Private U. ___
Non-transferable _xx_

Entry level skills expectations in
Reading: Completion of EI Level 4
Writing: Completion of EI Level 4 Computation: _____

I. Course description: Introduction to Wester Civilization - Focus on major events in history, including the Americas, and will stress associated vocabulary. Some of the topics: Rise of Civilizations in Mesopotamia and Egypt, Classical Civilizations of Greece and Rome, Pre-Columbian Civilizations in America, Byzantine and Russian Civilizations, World of Islam.

II. Objectives of course: In order to get maximum understanding and enjoyment from a study of history, study skills and critical thinking skills are crucial tools for the student. Consequently, in presenting the content of the course, from the Ancient World to the Modern World, the following study skills will be emphasized in working with the themes: reading; vocabulary; time and chronology; finding main ideas; organizing ideas in written form; locating and gathering information; using graphs and charts; critical thinking.

III. Title of textbook: History of the World by Perry, et al.
Reading level: 11-12 Other materials required: none

IV. Grading policies:
A. Methods of evaluation with explanation of requirements for a given grade and the weighing of various assignments: One third of the grade will be based on the written assignments and one third on the quizzes and one third on the mid term and final exams.

B. Policies concerning taking of tests or retests: If, for good reason, a student misses the midterm or final, a special exam will be given at an arranged time between student and instructor.

C. Deadlines for submission of course requirements and the penalty for failure to meet the deadlines: Deadlines are

clearly stated in the course outline. For good reason, alternate times will be arranged.

V. Attendance requirements: It is expected that students will fulfill the requirements of Canada College.

VI. Other information:

Appendix D.5.

CANADA COLLEGE

Official Course Outline

1. Course Number: History 880
   Course Title: Introduction to Western Civilization

   Semester Units: 3
   Hours:

2. Course Prerequisites: Completion of E.I. Level IV courses or placement by exam.

3. Course Objectives: Content for the course includes the following: Rise of civilizations in Mesopotamia and Eqypt; Classical Civilizations of Greece and Rome; Pre-Columbian Civilizations in America; Byzantine and Russian Civilizations; World of Islam, Rise of Europe and the Middle Ages; the Renaissance; the Reformation; European Expansion and Colonization.

   In order to derive maximum understanding and enjoyment from a study of history, study skills and critical thinking skills are necessary tools for the student. Consequently, techniques for reading, analyzing, using graphs and charts, reading maps, etc. will be stressed.

4. Instructional Facilities: No special facilities are needed except blackboard, overhead projector, screen and equipment for slides.

5. Special Materials Required of Student: History of the World by Perry, Scholl, Davis, Harris, and Von Laue, pub. by Houghton Mifflin, 1990.

6. Course Content: Content for the course includes the following: Rise of civilizations in Mesopotamia and Egypt; the Classical Civilizations of Greece and Rome; Pre-Columbian Civilizations in MesoAmerica and South America; the Rise of Europe after Charlemagne; the Civilizations of the Byzantine and Russian empires; the World of Islam; the Renaissance and the Reformation; Discovery and Colonization by Europe; Eurocentric World.

7. Method of Instruction: Lectures, group discussions, and frequent use of maps overhead projections, and visual aids.

8. Methods of Evaluating Student Performance: Weekly written assignments, biweekly quizzes, midterm exam and final exam. Also, a pretest at the beginning of the semester is given and the same test will be given towards the end of the semester to determine progress.

Appendix E.1.

CONTENT-BASED PROGRAM — SOCIAL SCIENCE ESL COMPONENT — MR. SUTHERLAND

WORKSHEET #2: GEOGRAPHY UNIT

GEOGRAPHY VOCABULARY: NOUN COMPOUNDS/NOUN PHRASES

The terminology used by geographers and in geography textbooks consists of quite a lot of noun phrases. These are usually combinations of two words in which there is always a main or principal noun modified by another noun or by an adjective:

NOUN MODIFIED BY ANOTHER NOUN:

MODIFYING NOUN	MAIN NOUN
desert	region
mountain	range
sea	level
air	pollution
land	forms

NOUN MODIFIED BY AN ADJECTIVE:

ADJECTIVE	NOUN
primary	resource
tropical	plant
environmental	pollution
national	borders
rural	life
agricultural	products

NOTE ON SPELLING:

Noun Compounds (modifying noun plus main noun) can be written as two separate words (Sea level, etc.) or sometimes as one word without separation (rainfall, etc.). If you are not sure of the spelling, consult a dictionary.

Adjective-Noun phrases are usually written separately, but occasionally may appear as one word without separation (wetlands, lowlands, etc.). Again, consult a dictionary for accurate spelling.

MEANING:

In every noun compound or noun phrase, it is essential to know which word is being modified. In other words, which word is the main noun (sometimes called the "headword")? Let's analyze several noun compounds:

NOUN 1	NOUN 2
island	state

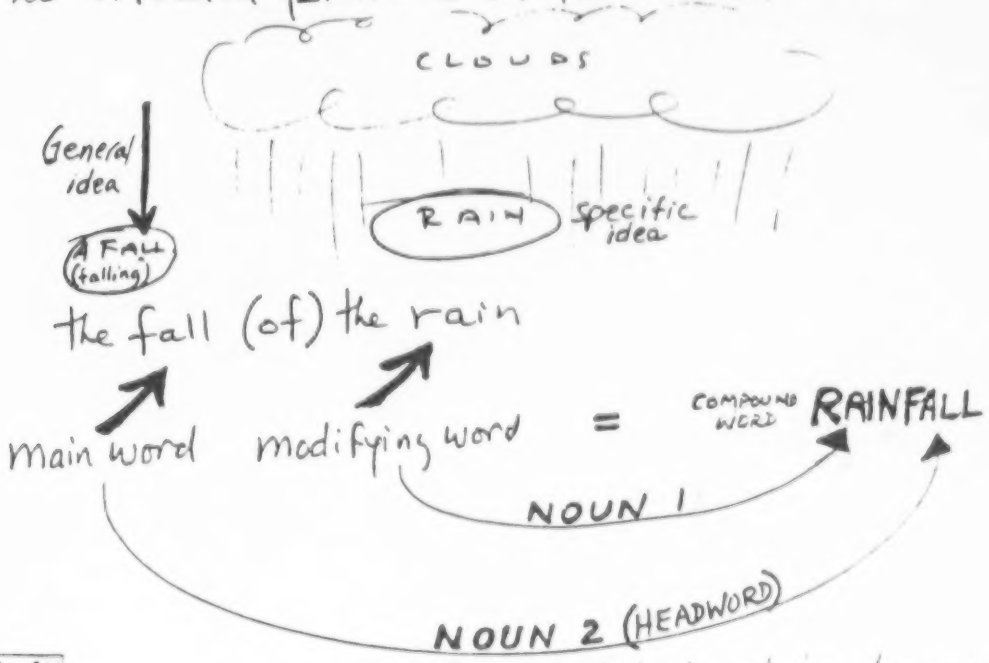
What is the main noun? (State). So we know that this phrase is about a state. What kind of a state? (Island) Right! This phrase is about (1) a state and (2) this state is an island. The main word is state; the word that describes what kind of state is island. In other words, it is a state which is on an island. BONUS QUESTION: Which United States state

IMPORTANT!

POSITION OF MAIN NOUN: THE MAIN NOUN (OR "HEADWORD") IS THE SECOND, OR FINAL, WORD IN THE NOUN PHRASE OR NOUN COMPOUND

Is an island state? ANSWER: _____

rainfall: The main word here is fall. What kind of a fall? What falls? (Rain). Since rain can fall only from the clouds in the sky, we can understand this noun compound easily from a mental picture of the words:



Heavy **rainfall** is expected in the Mid-Atlantic states tomorrow.

BONUS QUESTION:
What is a waterfall?
ANSWER: _____

Practice 1

Practice identifying main nouns and modifying words by writing out both a definition of the noun phrase and an example sentence containing the same phrase.

DEFINITION: Rainfall is the amount of rain that falls from the sky at a specified time.

EXAMPLE SENTENCE: There is very little rainfall on the California coast during the summer months.

1. mountain range
(definition) _____
(example) _____

2. grasslands
(definition) _____
(example) _____

3. coastline
(definition) _____
(example) _____

4. map coordinates
(definition) _____
(example) _____

5. plant life
(definition) _____
(example) _____

Practice 2

Practice forming noun phrases from these definitions of geographical concepts:

1. the top of a mountain: Mountain top ← EXAMPLE
2. life that consists of animals:
3. water that comes from the ocean:
4. a storm that brings snow:
5. the age when ice covered the land:
6. a movement of earth when it shakes (or "quakes"):
7. lands that go up toward a higher elevation:
8. a bar of sand (in a river):
9. water that comes from rain:
10. lands that are very wet:
11. a boundary between nations:
12. a line of pipes (e.g for carrying oil):
13. the two regions of the Earth at the North and South Poles:
14. the streets of a city:

15. fuels that originates from underground fossils:
16. materials in their unprocessed ("raw") form:
17. sources of energy (e.g. petroleum, the sun, the wind, etc.):
18. a port (for boats) that is on the sea:

Practice 3

Identify these geographical noun phrases:

1. sunbelt
2. boomtown
3. Gold Rush
4. the nation's breadbasket
5. broadleaf tree
6. subsoil
7. topsoil

Bonus Questions

1. In what area of the United States can we find the permafrost?

2. Which state of the United States is an archipelago?

3. What is the compound word of Greek origin which means "Great City"? (Hint: this word begins with the letter "m" and contains 11 letters)

4. Which long river is famous for steamboats?

5. Name several U.S. states that are dominated by flatlands.

Appendix E.2.

BIOLOGY 880 AA
ESL ADJUNCT

Name _____
Date _____

A. Write the Wh- Questions for these answers.

1. _____ cytoplasm
_____

2. _____ plasma (cell) membrane
_____

3. _____ phospholipids, protein
_____ cholesterol

4. _____ permeability
_____

5. _____ selectivity
_____

6. _____ rate of exchange
_____

B. Make adjective clauses to combine sentences. Use commas if the adjective clause is non-restrictive. Underline the adjective clause

1. Mitochondria have an outer double unit membrane and a folded, inner, double unit membrane. They are the site of cellular respiration.
R non-R
_____
_____
_____

2. The endoplasmic reticulum membranes have many small structures called ribosomes. Ribosomes are small quantities of RNA.
R non-R
_____
_____

3. The Golgi complex consists of a central area of parallel, folded, and interconnected membranes. The Golgi complex receives digestive enzymes and stores them. R non-R

4. Lysosomes are membranes filled with digestive enzymes. The lysosomes store and control the release of digestive enzymes within the cytoplasm. R non-R

5. Vacuoles function as storage structures for certain materials inside a cell such as lipids, proteins, starch, salts, sugar, amino acids. Vacuoles are membrane enclosed organelles. R non-R

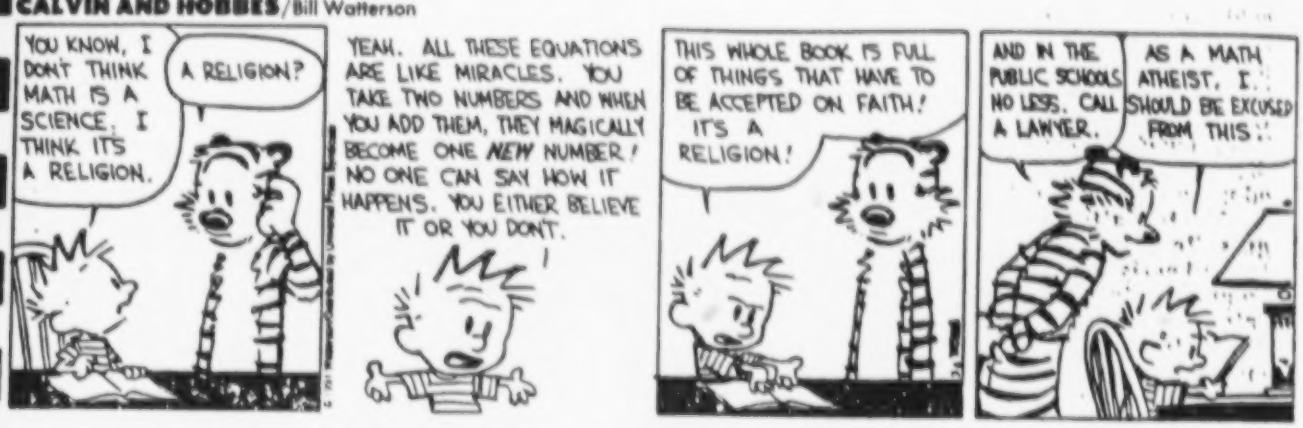
6. Cell walls are non-living structures. Cell walls provide support and protection. Cell walls are composed of cellulose. R non R

Appendix E.3.

MATH 880 AA

ESL ADJUNCT

Vocabulary Chapter 2


CALVIN AND HOBBES/Bill Watterson
YOU KNOW, I DON'T THINK MATH IS A SCIENCE. I THINK IT'S A RELIGION.
A RELIGION?
YEAH. ALL THESE EQUATIONS ARE LIKE MIRACLES. YOU TAKE TWO NUMBERS AND WHEN YOU ADD THEM, THEY MAGICALLY BECOME ONE NEW NUMBER! NO ONE CAN SAY HOW IT HAPPENS. YOU EITHER BELIEVE IT OR YOU DON'T.
THIS WHOLE BOOK IS FULL OF THINGS THAT HAVE TO BE ACCEPTED ON FAITH! IT'S A RELIGION!
AND IN THE PUBLIC SCHOOLS NO LESS. CALL A LAWYER.
AS A MATH ATHEIST, I SHOULD BE EXCUSED FROM THIS!

FRACTIONS (Chapter 2)

$\frac{1}{4}$ = one fourth $\frac{5}{6}$ = five sixths $\frac{3}{8}$ = three eighths $\frac{1}{10}$ = one tenth $\frac{14}{25}$ = fourteen twenty-fifths

numerator = use cardinal numbers (one, two three, four etc)

denominator = use ordinal numbers (third, fourth, fifth, sixth, twelfth)

= use "s" on the ordinal number if the numerator is larger than one

= use half for a denominator of 2 $\frac{1}{2}$ = one half

($\frac{3}{2}$ = three halves spelling rule: change y to e and add s)

$\frac{3}{2}$ = improper fraction: The numerator is larger than or equal to the denominator

$\frac{1}{2}$ = proper fraction: the numerator is smaller than the denominator

$1\frac{1}{2}$ = mixed number: a fraction and a whole number together (one and one half / one and a half)

Appendix E.4.

NAME: _____ ASSIGNMENT: _____ __X__
read/study read/write

APPROX.TIME: 15 min YOUR TIME: _____

COMPLETED: _____ _____ _____
read only read/studied and wrote

DEFINITION REVIEW

You will see various structures used in textbooks to give definitions. REMEMBER that all types repeat the part of speech of the word that is being defined.

Punctuation variations (all three mean, "Here comes a definition.")

Sumerian scribes - record keepers - devised a system of writing.

Sumerian scribes , record keepers , devised a system of writing.

Sumerian scribes (record keepers) devised a system of writing.

Grammatical variations. Review these forms found in your text.

This form of writing is cuneiform.

Wedge-shaped writing is known as cuneiform.

Cuneiform means wedge-shaped writing.

Following are other forms your book uses:

The term cuneiform is used to describe wedge-shaped writing.

The form of writing called cuneiform, meaning wedged-shaped, is cut into tablets.

***This form is often used by your instructor when defining a word. Your book also used it:

Non-Greeks were referred to as Barbarians.

EXERCISE

Answer the following questions. Define each of the answers that you give.

Example: What city was a rival of Athens? / - -
Sparta - a city state - was a rival of Athens.

1. Who is the Hippocratic Oath named after?/ ( )
2. What was the Hellenic Age named after?/ ,
3. Who did the Greeks turn to for advice about the future?/ ,
4. What did Homer write?/ -
5. What is the Socratic method?/ refers to

Appendix F.1.

Week of Oct. 8 - Oct. 12

CONTENT-BASED PROGRAM

Days	Content Area	ESL - Tuesdays	Comments
8- 9 AM	Social Science	Testing in 18-311	
M	Pre-test	Michigan Test	
W	TBA Friday	8 AM - 10:30	
F	TBA Friday		Alicia, FYI Jenny
9-10 AM	Biology		
M	Introductions & Course infor		
W	Pre-test		
F	TBA Friday		
10-11AM	Math		
M	Pre-test		
W	Whole Numbers	10:30 - 11:00	
F	Whole Numbers	Break	
11-12 AM	Study Skills	18-311	
M	Time & Place to Study	Study Skills - Tues Review Western Civ &	
T	Textbook Review	Math Textbooks	
W	Note-taking strategies		
F	Pre-test		
12- 1 PM	Western Civ	18-311	
M	Ancient World	SLEP Test	
W	Pre-test		
F	Ancient World		

Appendix F.2.

(5)

Week of Nov. 5 – Nov. 9

DAYS	CONTENT AREA	ESL - TUESDAYS	COMMENTS
M W F	Social Science Geography (ends on Nov. 6) Psychology (begins on Nov. 7)	Noun compounds and noun phrases (e.g. rainfall, farmlands, wetlands, mountain range, subsoil, polar regions, etc.) used by geographers. (Geography Unit)	See attached Worksheet for Geography Unit. Kent gave you a copy at our ESL meeting
M W F	Biology Chemical Composition of the Protoplasm of Animals and Plants	Dictation / Word Forms Wh- Questions / Prefixes	see attached Worksheet
M W F	Math Adding & Subtracting Fractions ↓	Semi-technical Vocabulary Oral word problems	
M T W F	Study Skills Stating Inferences Writing: Expanded Definition ↓	Verbs used to state inferences Drawing Inferences of Conclusion to support a Generalization Essay Writing 4-5 paragraph-essay	Outline & Essay due on Monday Expanded Definition
M W F	Western Civ. The Americas ↓	Go over History Quiz (see attached)	

(6) Appendix F.3.

Week of ~~Nov. 13 - Nov. 16~~

Content-Based Program

DAYS	CONTENT AREA	ESL - TUESDAYS	COMMENTS
M W F	Social Science Holiday — Psychology ↓	Psychology — Matching terms relating to 15 different schools of psychology with their meanings (Vocabulary development and definitions)	Only 3 students present on Tue - Nov. 13
M W F	Biology Holiday — Chemical Composition of the Protoplasm of Plants & Animals	BIOLOGY Definition & Examples of Properties of Substances	(see attached)
M W F	Math Holiday — Adding & Subtracting Fractions	Opposites Word Forms	
M T W F	Study Skills Holiday — Lecture: Taking Notes Vocabulary, Suffixes Reading Section (See attached Title Page Chapter 3)		Homework: Reasoning Section Rewrite Composition from Unit 2
M W F	Western Civ. Holiday — Byzantine & Russian Civilizations World of Islam	Noun Modification Definitions with Adjective Clauses (Review) Outlining Cause & Effect Relationships	(see attached) Go over Take-Home Quiz

Appendix G

CAÑADA COLLEGE

ENGLISH INSTITUTE

TO: Students in Content-Based Program

FROM: Alicia C. Aguirre and Jennifer Castello

DATE: May 31st, 1991

The attached information sheet is part of a survey of the Non-native English speaking students in the Content-Based Program. The information requested will be kept strictly confidential. In compiling the final report for this grant project, your name will not be used. However, we are requesting personal information at this time because we intend to send out a follow-up questionnaire concerning your experience with the Content-Based Program.

If you wish to contact us to find out more information about this research project, or if you have any questions, please feel free to contact us.

Alicia C. Aguirre - 306-3222/3412

Jennifer Castello - 306-3470

4200 FARM HILL BOULEVARD, REDWOOD CITY, CALIFORNIA 94061 (415) 306-3412

CONTENT-BASED PROGRAM

STUDENT INFORMATION SHEET

Part I. Fill in the information in the blanks below.

NAME: _____, _____ (_____)
last first Name to be used in class

DATE OF BIRTH:_____ SEX: M_____ F_____

HOME ADDRESS:_____

HOME TELEPHONE:_____

SOCIAL SECURITY NUMBER:_____

PREVIOUS EDUCATION:

_____ _____
Number of Years Native Country

_____ _____
Number of Years United States

PREVIOUS ENGLISH STUDY:

_____
Number of Years

SEMESTERS IN THE ENGLISH INSTITUTE: _____
Number of Semesters

PART II. PLEASE ANSWER THE FOLLOWING QUESTIONS BRIEFLY:

1. Do you speak any other language besides English fluently?

YES _____ NO_____

If yes,

a. What other language(s)? _____

b. Is this language spoken in your home? _____

c. Approximately what percentage of time do you speak this language? _____

2. Were you born in the United States?

Yes _____ No_____

If not,

a. Where were you born?_____

b. At what age did you come to the United States? _____

c. How long have you lived in the United States? _____

d. Have you ever taken English as a Second Language classes?

Yes _____ No_____

1. When?_____

2. Where?_____

3. How long?

PART III. ACADEMIC PERPARATION

For each question listed below, please circle the appropriate category depending upon the frequency in which you have participated in these types of activities in your classes (either English or content classes).

1. How often do you participate in class discussions?

never once in a while sometimes frequently always

2. How often do you conference with your teacher to discuss your work?

never once in a while sometimes frequently always

3. How often do you work in pairs or small groups in class?

never once in a while sometimes frequently always

4. How often do you take lecture notes in class?

never once in a while sometimes frequently always

5. How often do you take notes from assigned readings?

never once in a while sometimes frequently always

6. How often do you review reading and lecture notes?

never once in a while sometimes frequently always

7. How often do you preview readings (i.e., using chapter headings/study questions before beginning to read)?

never once in a while sometimes frequently always

8. How often do you plan a weekly study schedule?

never once in a while sometimes frequently always

9. How often do you mark the text to highlight important information?

never once in a while sometimes frequently always

10. How often do you do prewriting activities (e.g., brainstorming, outlining, etc.?)

never once in a while sometimes frequently always

11. How often do you do in-class writing?

never once in a while sometimes frequently always

12. How often do you do out-of-class writing?

never once in a while sometimes frequently always

13. How often do you write drafts of compositions/essays?

never once in a while sometimes frequently always

14. How often do you revise your writing?

never once in a while sometimes frequently always

15. How often do you receive formal grammar instruction (e.g., rules)?

never once in a while sometimes frequently always

16. How often do you work with student peers to edit or revise written work?

never once in a while sometimes frequently always

17. How often do you receive punctuation instruction?

never once in a while sometimes frequently always

18. How often did you write the following kinds of essays?

a. Description

never once in a while sometimes frequently always

b. Definition

never once in a while sometimes frequently always

c. Process/series

never once in a while sometimes frequently always

d. Classification

never once in a while sometimes frequently always

e. Comparison/contrast

never once in a while sometimes frequently always

f. Argument

never once in a while sometimes frequently always

g. Summary

never once in a while sometimes frequently always

ERIC Clearinghouse for Junior Colleges
AUG 09 1991